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ABSTRACT

Based on competencies identified as common to all occupations and designed to be integrated into existing vocational curriculums, this competency-based student curriculum provides eighty student competency sheets grouped into six areas: (1) basic math skills, (2) basic communication skills, (3) interpersonal skills, (4) economic principles/concepts, (5) occupational awareness, and (6) employment process skills. Individual competency sheets are intended for use by either the student or instructor and include: a competency statement, learning steps, both individual and group learning activities, and an evaluation. (IRA)

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STUDENT MANUAL

COMPETENCIES COMMON TO ALL OCCUPATIONS

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CE 022 469

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PREFACE

It is with the greatest pleasure that we bring you the West Virginia competency based curriculum entitled Competencies Common To All Occupations. This material was developed by Ohio County through a grant administered by the West Virginia Department of Education, Bureau of Vocational, Technical and Adult Education.

This curriculum is based on competencies, identified through research, as common to all occupations and is designed to be integrated into existing vocational curriculums.

The Vocational Bureau began advocating CBE curriculum in 1974. Since that time West Virginia has produced over 25 CBE curricula in various occupational areas. We also have a number of CBE curricula currently in the process of being developed and/or field-tested.

This material was disseminated to West Virginia vocational educators at the Annual Vocational Education Conference in August of 1979 at West Virginia University.

Additional copies of this curriculum are available from:

Vocational Curriculum Laboratory
Cedar Lakes Conference Center
Ripley, West Virginia 25271
(Toll free) 800-642-2670

I trust this material will help your program. Any suggestions you may have for improving this curriculum may be sent to our State Curriculum Lab. Through this feedback we plan to continually update our materials.

VOCATIONAL, TECHNICAL AND ADULT EDUCATION

Clarence E. Burdette

Clarence E. Burdette
Assistant State Superintendent of Schools

STUDENT CURRICULUM

- Introduction -

This material is designed to provide training in the knowledge, skills and attitudes common to all occupations. It has been developed in order to help you succeed in the world of work.

These competency sheets are intended for use by either you or your instructor. Individual student competency sheets include: a competency statement; learning steps; both individual and group learning activities; and an evaluation.

5

CONTENTS

STUDENT COMPETENCY SHEETS

UNIT NUMBER	TITLE	PAGE NUMBERS
I	BASIC MATH SKILLS	1-8
II	BASIC COMMUNICATION SKILLS	9-17
III	INTERPERSONAL SKILLS I	18-33
	INTERPERSONAL SKILLS II	34-49
	INTERPERSONAL SKILLS III	50-53
IV	ECONOMIC PRINCIPLES/CONCEPTS I .	54-75
	ECONOMIC PRINCIPLES/CONCEPTS II	76-85
V	OCCUPATIONAL AWARENESS	86-88
VI	EMPLOYMENT PROCESS SKILLS	89-96

DO NOT FILM THIS PAGE

TABLE OF CONTENTS

STUDENT COMPETENCY SHEETS

TITLE			PAGE NUMBER
UNIT I		BASIC MATH SKILLS	1 - 8
	1.	Add a minimum of six groups of two columns	1
	2.	Subtract two figures from three figures	2
	3.	Multiply three figures by two figures	3
	4.	Divide three figures by two figures	4
	5.	Change decimals to fractions	5
	6.	Change fractions to decimals	6
	7.	Determine given percentages	7
	8.	Calculate using electronic calculator	8
UNIT II		BASIC COMMUNICATION SKILLS	9 -17
	1.	Write legibly	9
	2.	Interpret oral directions	11
	3.	Give oral directions and explanations to individuals	12
	4.	Compose a written message	14
	5.	Interpret written directions	15
	6.	Interpret charted information	16
	7.	Communicate by telephone	17

TITLE		PAGE NUMBER
UNIT III	INTERPERSONAL SKILLS I	18 - 33
1.	Dress appropriately for the job ----	18
2.	Practice good health habits --------	19
3.	Practice professional ethics -------	20
4.	Explain the importance of respecting the feelings of other people -------	21
5.	Portray a positive image of one's self ----------	22
6.	Assume responsibility ----------	24
7.	Accept constructive criticism ------	25
8.	Maintain poise ----------	26
9.	Display sense of humor ----------	27
10.	Budget time effectively ----------	28
11.	Use failure constructively ---------	29
12.	Organize thoughts logically --------	30
13.	Identify fallacy in logical thinking	31
14.	Recognize emotive language ---------	32
15.	Utilize sequential thinking --------	33
	INTERPERSONAL SKILLS II	34 - 49
1.	Work cooperatively with others -----	34
2.	Deal courteously with customers, patients, and clients ----------	36
3.	View others as individuals ---------	37
4.	Utilize appropriate boldness -------	38
5.	Be aware of initiative and motivation in job performance ----------	39
6.	Develop an awareness of applying good leadership ability ----------	40

TITLE		PAGE NUMBERS
	7. Recognize that success on the job depends on technical proficiency and interpersonal relations	41
	8. Be aware of the importance of your credibility on-the-job	43
	9. Adjust to regulations of the work environment	45
	10. Identify government regulations that pertain to your initial employment	47
	11. Describe legal protection of the employee	48
	INTERPERSONAL SKILLS III	50 - 53
	1. Identify civic organizations and their functions	50
	2. Explain procedures for registering to vote	51
	3. Identify volunteer groups and their functions	52
	4. Determine non-profit public services available and how they function	53
UNIT IV	ECONOMIC PRINCIPLES/CONCEPTS I	54 - 75
	1. Explain profit motive as it relates to the economy, business and the consumer	54
	2. Explain the relationship of profit and the profit motive to sales volume, price determination costs (fixed and variable), and breakeven point	55
	3. Describe the influence of competition on product, price, promotion and distribution goals	56

DO NOT RUN THIS PAGE

TITLE PAGE NUMBERS

4. Show the relationship of supply and demand and its influence on marketing functions ---------- 57

5. Identify the following characteristics of the free enterprise system: profit, private ownership, risk and competition ---------- 58

6. Explain the effects of recession and inflation on production, sales, and employment ---------- 60

7. Explain the influence of labor organizations on the economy ------ 61

8. Describe the nature of credit and its influence on the economy, business and the individual ---------- 63

9. Describe the effects of taxation on business and the individual ------- 65

10. Show the effects of regulations and agencies of government on business organizations ---------- 66

11. Explain the role of risk management, including insurance protection for business organizations ---------- 68

12. Determine the influence of automation and/or specialization on the economy 70

13. List five influences financial institutions have on the availability of credit and supply of money ----- 71

14. Identify the characteristics of various competitive systems, such as oligopolies, duopolies, and monopolies ---------- 73

15. Describe the effects of the consumerism movement upon the economy --------- 74

16. Explain the term "value added by marketing" as it relates to the economy ---------- 75

TITLE			PAGE NUMBERS
		ECONOMIC PRINCIPLES/CONCEPTS II	76 - 85
	1.	Prepare a personal financial budget	76
	2.	Identify and utilize the services a bank offers	78
	3.	Explain how to obtain consumer credit and identify responsibilities that one has who buys on credit	79
	4.	Explain how to apply for a loan	81
	5.	Identify the steps for setting up a savings account	82
	6.	Identify the steps taken when buying real property	83
	7.	Explain how to invest in stocks and bonds	84
	8.	Develop an awareness of automobile, property, and personal insurance contracts	85
UNIT V		OCCUPATIONAL AWARENESS	86 - 88
	1.	Recognize own aptitudes, traits, abilities, and interests in relationship to careers	86
	2.	Plan career goals based on identified aptitudes, traits, interests and abilities	87
	3.	Research the conditions and life styles that accompany the career goal	88
UNIT VI		EMPLOYMENT PROCESS SKILLS	89 - 96
	1.	Identify factors that influence morale and job satisfaction	89
	2.	Complete a job application	90

DO NOT FILM THIS PAGE

TITLE		PAGE NUMBERS
3.	Write a resume	91
4.	Maintain a personal data and skill sheet	92
5.	Locate the possibility for a job	93
6.	Prepare for a job interview	94
7.	Personal protective equipment	95
8.	Write a job application letter	96

UNIT I

BASIC MATH SKILLS

STUDENT COMPETENCY SHEET

UNIT I: BASIC MATH SKILLS

COMPETENCY STATEMENT:

1. ADD A MINIMUM OF SIX GROUPS OF TWO COLUMNS.

LEARNING STEPS:

a. Define addition.
b. Align numbers.
c. Add by groups and columns.
d. Check accuracy of addition.
e. Increase speed in addition.

LEARNING ACTIVITIES:

Individual:

1. Read pages 3-9 in Basic Essentials of Mathematics, Part One - Revised. Complete problems 1 and 2 on page 89.

2. Read "Addition" pages 46-47 in Clerical Office Procedures - Fifth Edition. Complete problems 1 and 3 on page 56.

3. View filmslide "Addition and Subtraction, Part 1 and 2" in Mast Learning System. View and complete problems in "Addition Practice Problems, Part 1 and 2".

4. View filmstrip/cassette "Using Addition" in Using Basic Math Skills. Complete all problems in filmstrip.

5. Read "Developing Skill in Addition", pages 4-18 in Math for Business Careers-Fourth Edition. Complete problem Job 1 on page 18.

Group:

1. Participate in class presentation by your teacher on "Adding Columns of Figures". Complete problems given by your teacher.

EVALUATION:

Given five addition problems, consisting of six groups of two columns, determine the correct sum for each problem, using no references.

STUDENT COMPETENCY SHEET

UNIT I: BASIC MATH SKILLS

COMPETENCY STATEMENT: 2. SUBTRACT TWO FIGURES FROM THREE FIGURES.

LEARNING STEPS:

a. Define subtraction.
b. Align numbers to be subtracted.
c. Subtract two figures from three figures.
d. Check your answers.
e. Increase speed.

LEARNING ACTIVITIES:

Individual:

1. Read pages 11-15 in Basic Essentials of Mathematics, Part One-Revised. Complete problems 1-18 on page 13.

2. Read "Subtraction" pages 47-48 in Clerical Office Procedures-Fifth Edition. Complete problems 4, 5, and 6 on page 56.

3. View filmslide "Addition and Subtraction, Parts 3 and 4" in Mast Learning System. View and complete problems on filmslide "Simple Addition and Subtraction".

4. View filmstrip/cassette "Using Subtraction" in Using Basic Math Skills. Complete all problems in filmstrip.

5. Read "Subtraction" pages 36-43 in Math for Business Careers. Complete Problem 4 (a, b, c, d).

Group:

1. Attend teacher's class presentation on "Subtraction". Answer problems on chalkboard prepared by your teacher.

2. Prepare ten problems subtracting two figures from three figures. Exchange your problems with a classmate, complete and return for checking.

EVALUATION:

Given five subtraction problems, consisting of two figures from three figures, determine the correct differences for each problem, using no references.

STUDENT COMPETENCY SHEET

UNIT I: BASIC MATH SKILLS

COMPETENCY STATEMENT: 3. MULTIPLY THREE FIGURES BY TWO FIGURES.

LEARNING STEPS:

a. Define multiplication.
b. Utilize multiplication table.
c. Multiply single figures by single figures.
d. Multiply double figures by double figures.
e. Check accuracy of multiplication

LEARNING ACTIVITIES:

Individual:

1. Study pages 16-20 in Basic Essentials of Mathematics, Part One-Revised. Complete problem 6 on page 16, problem 5 on page 18, and problem 6 on page 20.

2. Read first and second paragraphs "Multiplication" on page 49 in Clerical Office Procedures-Fifth Edition. Complete problems prepared by your teacher.

3. View filmstrip/cassette "Using Multiplication" in Using Basic Math Skills. Complete all problems in filmstrip.

4. View filmslide "Multiplication and Division, Parts 1 and 2" in Mast Learning System. Complete all problems in flimslide.

5. Read "Multiplication" pages 22-34 in Math for Business Careers. Complete problem 2 (a, b, c, d) on page 35.

Group:

1. Attend class presentation on "Multiplication Table and Multiplying Larger Numbers" by your teacher. Complete teacher's prepared test.

2. Prepare five problems multiplying three figures by two figures, exchange with a classmate, complete their problems and return.

EVALUATION:

Given five multiplication problems, consisting of three figures by two figures, determine the correct product for each problem, using no references.

STUDENT COMPETENCY SHEET

UNIT I: BASIC MATH SKILLS

COMPETENCY STATEMENT: 4. DIVIDE THREE FIGURES BY TWO FIGURES.

LEARNING STEPS:

a. Define division.
b. Divide one figure by one figure.
c. Divide two figures by one figure.
d. Divide two figures by two figures.
e. Check the accuracy of division.

LEARNING ACTIVITIES:

Individual:

1. Read pages 24-31 in Basic Essentials of Mathematics, Part One-Revised. Complete problem 25 on page 24, problem 12 on page 25, and problem 1 on page 29.

2. Complete "Practice with Division" problems 2 and 3 on page 31 in Basic Essentials of Mathematics, Part One-Revised.

3. View filmstrip/cassette "Using Division" in Using Basic Math Skills. Answer all questions in filmstrip.

4. View filmslide "Multiplication and Division, Parts 3 and 4" in Mast Learning System. Complete all problems in filmslide.

5. Read "Developing Skills in Division" pages 48-58 in Math for Business Careers. Complete problems 5 and 8 on pages 53 and 54.

Group:

1. Attend class presentation on "Division and Accuracy Check" by your teacher. Obtain review exercise prepared by your teacher.

2. Prepare five problems dividing three figures by two figures, exchange with a classmate, complete their problems and return.

EVALUATION:

Given five division problems, consisting of three figures divided by two figures, determine the correct answers for the problems, using no references.

STUDENT COMPETENCY SHEET

UNIT I: BASIC MATH SKILLS

COMPETENCY STATEMENT: 5. CHANGE DECIMALS TO FRACTIONS.

LEARNING STEPS:

a. Define fractions and decimals.
b. Identify steps for changing decimals to fractions.
c. Check for accuracy.

LEARNING ACTIVITIES:

Individual:

1. Read "The Meaning of Fractions and Writing Fractions" pages 33-34 in Basic Essentials of Mathematics, Part One-Revised. Study page 67 and complete problem 1.

2. Read "Fractions and Decimals" page 52 in Clerical Office Procedures-Fifth Edition. Convert the following decimals to fractions:

   .625 .05 .125 .60 .0045 .75

3. View filmslide "Decimals, Part 3 and 4" in Mast Learning System. Answer all questions in filmslide.

Group:

1. Attend class presentation on "Decimals to Fractions". Complete review exercise prepared by your teacher.

2. Prepare ten decimals, exchange with a classmate and convert their decimals to fractions.

EVALUATION:

Given ten decimals, correctly change each to common fractions.

STUDENT COMPETENCY SHEET

UNIT I: BASIC MATH SKILLS

COMPETENCY STATEMENT: 6. CHANGE FRACTIONS TO DECIMALS.

LEARNING STEPS:

a. Define fractions and decimals.
b. Identify the steps for changing fractions to decimals.
c. Check accuracy.

LEARNING ACTIVITIES:

Individual:

1. Read "Unit 3" pages 64-67 in Basic Essentials of Mathematics, Part One-Revised. Complete problem 2 on page 67. Discuss any problems you have been having with decimals or fractions with your teacher.

2. Read "Fractions and Decimals" page 52 in Clerical Office Procedures-Fifth Edition. Change the following fractions to decimals:

   6/25 8/25 4/30 8/30 4/8 3/15

   1/3 3/40 6/50

3. Read "Choosing Decimals or Fractions" page 72 and read "Dividing Smaller Numbers by Larger Numbers" page 81, in Basic Essentials of Mathematics, Part One-Revised. Complete problem 4 on page 81.

4. View filmslide "Decimals - Parts 2 and 3" in Mast Learning System. Answer all questions in filmslide.

Group:

1. Attend class presentation by your teacher on "Fractions to Decimals". Complete review exercise prepared by your teacher.

2. Prepare ten fractions, exchange with a classmate and change their fractions to decimals.

EVALUATION:

Given six fractions, correctly change to equivalent decimals.

STUDENT COMPETENCY SHEET

UNIT I: BASIC MATH SKILLS

COMPETENCY STATEMENT: 7. DETERMINE GIVEN PERCENTAGES.

LEARNING STEPS:

a. Define percent.
b. Identify the steps in changing decimals and fractions to percent.
c. Check accuracy.

LEARNING ACTIVITIES:

Individual:

1. Read "Unit 1" pages 3-23 in Basic Essentials of Mathematics, Part One-Revised. Complete problems 3, 9, 15, 21, 31, and 36 on page 23.

2. Read "Percentages" pages 53-54 in Clerical Office Procedures-Fifth Edition. Complete problems 7, 9, 14 and 15 on page 56.

3. View filmstrip/cassette "Using Percentages" in Using Basic Math Skills. Answer all questions in filmstrip.

Group:

1. Using a newspaper, locate the following information.

   (a) League standing of professional sport teams.

   (b) Individual statistics of a professional ball player.

   (c) Advertisement containing discount price.

   Explain to the class how the league standing and the individual statistics were computed. Also, explain how the discount price was arrived. Use available resource.

2. Participate in teacher's class presentation "Using Percentages". Answer questions put on chalkboard by your teacher.

EVALUATION:

Given five written problems in percent, determine the correct solution for each problem.

STUDENT COMPETENCY SHEET

UNIT I: BASIC MATH SKILLS

COMPETENCY STATEMENT: 8. CALCULATE USING ELECTRONIC CALCULATOR.

LEARNING STEPS:

a. Know calculator capabilities.
b. Add and subtract with an electronic calculator.
c. Multiply and divide with an electronic calculator.
d. Do decimals and percents with an electronic calculator.
e. Correct errors on electronic calculator.

LEARNING ACTIVITIES:

Individual:

1. Obtain from your teacher the instruction book for the calculator you are using, read the instructions and do all exercises.

2. Read pages 1-8 in Electronic and Mechanical Printing Calculator Course. Complete Job 1 and 2.

3. Read pages 9-12 in Electronic and Mechanical Printing Calculator Course. Complete Job 3.

4. Read pages 13-16 in Electronic and Mechanical Printing Calculator Course. Complete Job 4.

5. Complete Job 5 on pages 17-18 in Electronic and Mechanical Printing Calculator Course.

6. View filmstrip "Adding and Calculating Machines". Complete review exercise prepared by your teacher.

Group:

1. Attend class presentation by representative of business machine company on "Calculator". Complete review exercise prepared by your teacher.

2. Attend class with teacher led discussion on "How to Use an Electronic Calculator."

EVALUATION:

Given a calculator and ten problems, determine the correct answer to each problem, using no references.

UNIT II

BASIC COMMUNICATION SKILLS

STUDENT COMPETENCY SHEET

UNIT II: BASIC COMMUNICATION SKILLS

COMPETENCY STATEMENT: 1. WRITE LEGIBLY.

LEARNING STEPS:

a. Define legible writing.
b. Organize material.
c. Draw circles, portions of circles, straight lines, connecting lines, and the alphabet (small letters).
d. Practice writing legibly.

LEARNING ACTIVITIES:

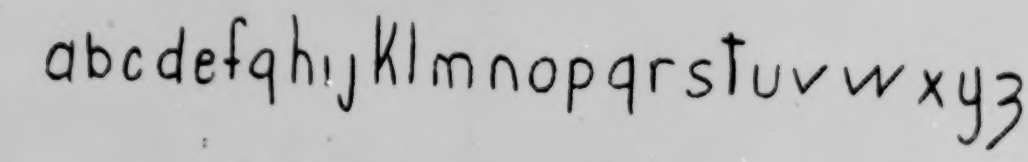
Individual:

1. Read and complete the following activities:

A. Using a circle, portion of a circle, and straight lines, print the alphabet.

NOTE: Always hold the pen or pencil lightly when writing or drawing.

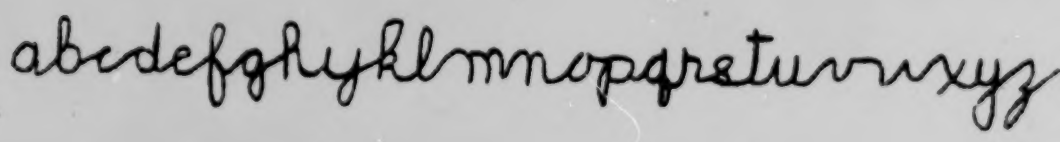
EXAMPLE:



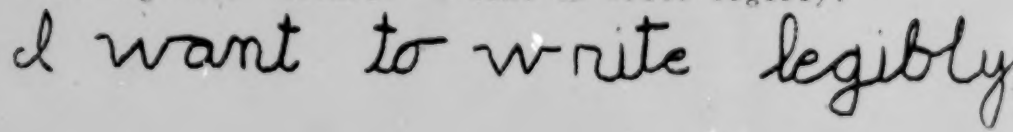
B. Print another alphabet and join the letters with connecting lines as shown.

NOTE: The letters b, l, k, and s need modifications.

EXAMPLE:



C. Write the following sentence, using the "print tie together" method: I want to write legibly.



Learning Activities (continued):

Individual:

D. Write the same sentence legibly. (I want to write legibly.)

I want to write legibly

Group:

1. Participate in a teacher led lecture and demonstration of the "print tie together" method as shown in the Individual Learning Activity.

EVALUATION:

Submit to the teacher a legible hand written copy using the "print tie together" method of any two paragraphs you have chosen from a book, magazine, or newspaper.

STUDENT COMPETENCY SHEET

UNIT II: BASIC COMMUNICATION SKILLS

COMPETENCY STATEMENT: 2. INTERPRET ORAL DIRECTIONS.

LEARNING STEPS:

a. Listen to oral directions.
b. Ask questions to clarify, if necessary.
c. Organize directions into logical sequence.
d. Define outcome.
e. Compare outcome with original directions.

LEARNING ACTIVITIES:

Individual:

1. Read pages 69-75 of Communication Skills and answer questions on page 75.

Group:

1. Participate in a class discussion on oral directions and watch volunteer role-playing illustrations.
2. View the film, "The Bell Telephone Series on Communications".
3. Choose a partner and practice giving and receiving oral directions, using the above learning steps as a guide.
4. List three difficult directions you have received and explain method used to clarify.
5. Use an audio or video tape recorder to practice giving and receiving oral directions.

EVALUATION:

Respond to a complex oral direction by organizing it in your own words. Then repeat the directions to the instructor or provide the instructor with an audio tape.

STUDENT COMPETENCY SHEET

UNIT II: BASIC COMMUNICATION SKILLS

COMPETENCY STATEMENT: 3. GIVE ORAL DIRECTIONS AND EXPLANATIONS TO INDIVIDUALS.

LEARNING STEPS:

a. Determine needed directions.
b. Gather information.
c. Organize the information.
d. Present the directions.
e. Answer questions.

LEARNING ACTIVITIES:

Individual:

1. Talk to people, look in magazines, and write your opinion of how the following physical appearances affect oral communication.
   a. Posture
   b. Hands
   c. Facial expression
   d. Eye contact
   e. Body Movement
   f. Grooming and dress

2. Explain in writing how you think the following speech qualities affect oral communication.
   a. Force or volume of voice
   b. Pitch or level of voice
   c. Rate or tempo of speech
   d. Enunciation
   e. Pronunciation

3. List and explain what needs to be included in an oral direction or explanation.

4. Think of a situation where you will need to give directions to an individual. Outline the directions you would give and identify what effect physical appearance and speech quality will have on the effectiveness of your oral directions.

5. Outline an oral direction and an oral explanation that you might need to give to your parents, friend, teacher, etc.

Learning Activities (continued):

Group:

1. Give an oral direction that incorporates at least five steps to your classmates and have them evaluate how well they understood your directions.

2. Participate in a group of 4 to 5 persons and give an oral direction and an oral explanation to the group. The topics are your choice. Have the other members of the group critique your directions and explanations.

EVALUATION:

Have the instructor sit down facing the class and remove one of his/her shoes. Now seat yourself with your back to the class behind the instructor and give oral directions to the instructor on how to put on the shoe correctly, following your directions. Do not assume anything.

STUDENT COMPETENCY SHEET

UNIT II: BASIC COMMUNICATION SKILLS

COMPETENCY STATEMENT: 4. COMPOSE A WRITTEN MESSAGE.

LEARNING STEPS:

a. Determine subject of message.
b. Determine message recipient.
c. List needed information.
d. Sequence information.
e. Compose message.

LEARNING ACTIVITIES:

Individual:

1. Explain how the following planning steps should be used in composing a message: (a) Determine purpose; (b) Picture the reader; (c) Collect information; (d) Outline important points logically.

2. Define the following parts of a written message: (a) Opening; (b) Body; (c) Closing.

3. Assume you are the president of your school's youth organization and plan a written message of congratulation to John Smith, a senior at your school, for winning the state contest. Use the learning steps as a guide.

4. You ordered three paper clip holders and two paper staplers from Office Equipment, Inc. When your order arrived, you received only two paper clip holders and two paper staplers. Plan a letter asking them to send you another paper clip holder. Use the learning steps as a guide.

Group:

1. Attend a class presentation by your instructor on how to compose a written message.

2. Participate in a group discussion with 3 or 4 students on the planning steps of preparing a message and the parts of a written message.

EVALUATION:

Without using any reference, do the following: As chairman of the valentine dance committee, plan a letter to the Riverside Country Club asking for the cost of renting their ballroom. Write out each of the learning steps. You need this information by January 20th for a report to your organization.

STUDENT COMPETENCY SHEET

UNIT II: BASIC COMMUNICATION SKILLS

COMPETENCY STATEMENT: 5. INTERPRET WRITTEN DIRECTIONS.

LEARNING STEPS:

a. Read written directions.
b. Ask questions to clarify, if necessary.
c. Organize directions into logical sequence.
d. Define outcome.
e. Compare outcome with original directions.

LEARNING ACTIVITIES:

Individual:

1. Perform direction #4 or #5 in Scope Visuals 29 in class, reading the directions to another student.

2. Using Scope Visuals 29, place transparency #1 on overhead projector and complete exercise #1. If additional practice is needed, use #2 and #8 transparencies.

3. Explain in writing the directions for asking a question on a motion following the Roberts Rules of Order.

Group:

1. Participate in classroom discussion in problems encountered when interpreting written directions.

2. Write a message giving directions, then whisper the message to another student having that student relay the message until five students have heard and relayed the message from the preceeding student. How have the last student repeat the message out loud and compare it with the written directions.

EVALUATION:

Given written directions, follow the directions and reach the desired outcome.

STUDENT COMPETENCY SHEET

UNIT II: BASIC COMMUNICATION SKILLS

COMPETENCY STATEMENT: 6. INTERPRET CHARTED INFORMATION.

LEARNING STEPS:

a. Define charts.
b. Orient a chart to yourself.
c. Determine the ledgen.
d. Interpret data.

LEARNING ACTIVITIES:

Individual:

1. Go to a local business and determine the type of charts used and their purpose.

2. Prepare a chart of weekly activities.

3. Read pages 4-7 and 10-13 in the text Everyday Reading and Writing and complete the activities on pages 8 and 9.

4. Read pages 16-17 in the text Everyday Reading and Writing and complete the activities on pages 18 and 19.

Group:

1. Discuss in class the number of information charts found in the school building and explain their purpose.

2. Explain to the class some of the reasons for charting information.

EVALUATION:

Prepare a chart with a legend showing your activities for one 24-hour period.

STUDENT COMPETENCY SHEET

UNIT II: BASIC COMMUNICATION SKILLS

COMPETENCY STATEMENT: 7. COMMUNICATE BY TELEPHONE.

LEARNING STEPS:

a. Answer phone.
b. Transfer calls.
c. Carry on conversation.
d. Conclude call.

LEARNING ACTIVITIES:

Individual:

1. Consult available resources and do the following:
   a. Make a list of acceptable answering and terminating procedures.
   b. Describe phone abuses.
   c. List common reasons for phoning.
   d. Explain common phone courtesy.
   e. Describe phone limitations in your home.
   f. Write out the process used to transfer calls.
   g. Demonstrate how to use the phone book.

Group:

1. Attend a lecture/demonstration by a telephone company representative.

2. Visit a company and watch proper phone usage. Give an oral report of your findings.

3. Using a set of business telephones from the telephone company, role-play an office or business situation with other members in your class.

4. Discuss the importance of good telephone etiquette during a teacher led discussion.

5. Compose a fictitious situation which will require the necessary elements of phone usage and role-play the situation.

EVALUATION:

Take a given telephone situation written by another student and role-play the phone usage. Have the class critique your effort.

UNIT III

INTERPERSONAL SKILLS I

STUDENT COMPETENCY SHEET

UNIT III: INTERPERSONAL SKILLS I

COMPETENCY STATEMENT: 1. DRESS APPROPRIATELY FOR THE JOB.

LEARNING STEPS:

a. Define appropriate dress for work.
b. Obtain and organize proper dress.
c. Dress appropriately.

LEARNING ACTIVITIES:

Individual:

1. Consult O.S.H.A. manual and determine proper precaution in selecting dress for your job.
2. Read pages 62-72 of Personality Development for Business and answer questions on page 73.
3. Read pages 43-44 in World of Work and list three important factors in dressing properly.

Group:

1. In writing, describe the proper dress for your chosen occupation that incorporates safety, comfort and appearance.
2. Invite a guest from a state or private employment agency to speak to the class on appropriate dress for various occupations. Participate in a question and answer period.
3. In small groups, develop a skit on "Do's and Don'ts" for dressing for the job. Present to the class.
4. Tour a local business, plant, office, store to observe appropriate dress and discuss observations on types of clothing, footwear, etc. in class.
5. Participate in a teacher led discussion regarding appropriate dress for various jobs.

EVALUATION:

Present to the class an outfit that would be appropriate for a job you have chosen. Explain why the attire would be considered appropriate.

STUDENT COMPETENCY SHEET

UNIT III: INTERPERSONAL SKILLS I

COMPETENCY STATEMENT: 2. PRACTICE GOOD HEALTH HABITS.

LEARNING STEPS:

a. Define good health habits relating to: food, personal hygiene, physical health, and mental health.
b. Organize a plan for good health habits.
c. Practice the plan.

LEARNING ACTIVITIES:

Individual:

1. Read pages 47-56 of Personality Development for Business. Complete question 3 on page 59.

Group:

1. View one of the following films: "Good Looks", Modern Talking Pictures; "Cleanliness and Health", University of Michigan Film Library. Discuss the film with the class.

2. Attend a class where a person from the school or community speaks on "Good Health Habits - How it Effects Your Mental, Physical, and Emotional Health". Discuss good health habits. Participate in a question and answer session.

3. Develop a list of at least five things an individual needs to do to maintain good health in each of the given categories: physical health, mental health, and emotional health.

EVALUATION:

Maintain a chart for a period of one week that shows your good health habits.

Write a weekly plan detailing good health habits.

STUDENT COMPETENCY SHEET

UNIT III: INTERPERSONAL SKILLS I

COMPETENCY STATEMENT: 3. PRACTICE PROFESSIONAL ETHICS.

LEARNING STEPS:

a. Define professional ethics.
b. Determine ethics pertaining to your job goal.
c. Practice professional ethics related to your job goal.

LEARNING ACTIVITIES:

Individual:

1. Read Ethics for Everyday Living and write a definition for ethics as it applies to your job goal.

2. List five values necessary for your job success. Rank each value in order of importance to you. Then list five important values of a person you know who seems to be successful in the same career objective you want to pursue. Have the teacher evaluate.

Group:

1. View one of the following films: "How Honest Are You", Coronet Instructional Films; "Cheating", Young American Films; "Developing Your Character", Coronet Instructional Films. Participate in a class discussion.

2. Discuss values as in Chapter 14 of Discovering Yourself (Science Research Associates). Discuss "When Your Conscience Hurts You".

3. In small career groups, develop and role-play professional ethics for each participant's career. Present to class.

EVALUATION:

For one week's time determine what your activities are going to be practicing professional ethics. To determine your success, defend to the class the success of carrying out your plan.

STUDENT COMPETENCY SHEET

UNIT III: INTERPERSONAL SKILLS I

COMPETENCY STATEMENT:

4. EXPLAIN THE IMPORTANCE OF RESPECTING THE FEELINGS OF OTHER PEOPLE.

LEARNING STEPS:

a. Identify areas in which people's feelings differ. (Example: religion, politics, personal dress, etc.)
b. Determine why people have different feelings.
c. Explain the importance of respecting the feelings of other people.

LEARNING ACTIVITIES:

Individual:

1. Read pages 1-6 in Your Attitude Is Showing. Answer questions 1, 6, 9, 12, and 13 in assignment manual.

2. View filmstrip "Consideration of Others and Acceptance of Differences". (Developing Basic Values)

3. Define the term "maintaining an objective point of view".
   a. List reasons why it is important to maintain an objective point of view with others.
   b. List three ways to maintain an objective point of view.

4. Select a member of the class and indicate where your feelings differ from your classmates in three areas (such as: religion, politics, etc.)

Group:

1. Develop a skit to show the class how respect is fostered through the consideration one shows to others.

2. Attend a class presentation by a local manager or supervisor on "How to Respect Ideas of Others". Participate in a question and answer session.

EVALUATION:

List five reasons why a person should respect the feelings of others.

STUDENT COMPETENCY SHEET

UNIT III: INTERPERSONAL SKILLS I

COMPETENCY STATEMENT: 5. PORTRAY A POSITIVE IMAGE OF ONE'S SELF.

LEARNING STEPS:

a. Define self-image.
b. Identify seven factors which you are judged upon and **are** used to judge other people.
c. Develop a plan to improve your image.

LEARNING ACTIVITIES:

Individual:

1. Read paperback book Winning with People, and/or How to Win Friends and Influence People. Develop a plan to improve your image.

2. Read pages 3-12 in Personality Development for Business. Complete Case Study #3 and #5.

3. Read pages 81-94 in Succeeding in the World of Work. Compile a vocabulary list of new words and learn what they mean.

4. Read pages 95-96 in Succeeding in the World of Work. Write a separate paper on what these terms mean to you and your personality:

    a. Parental, Teacher, and Peer pressure.
    b. Economic Resources.
    c. Marital Status.
    d. Chance.
    e. Self-concept.

Submit your work to your instructor.

Group:

1. Attend class presentation by teacher on the following seven factors: appearance, vocabulary, listening, actions, philosophy, versatility, and willingness to help others.

2. View film "It's Up To You" and discuss it with others in your class. Develop a plan.

3. View film "Habit Patterns" and discuss it with others in your class.

STUDENT COMPETENCY SHEET

EVALUATION:

List in writing seven factors involved in a positive image. After practicing a plan to improve your self-image, have the students evaluate you in each of the seven areas within one week.

STUDENT COMPETENCY SHEET

UNIT III: INTERPERSONAL SKILLS I

COMPETENCY STATEMENT: 6. ASSUME RESPONSIBILITY

LEARNING STEPS:

a. Define responsibility.
b. Identify the characteristics of a responsible person.
c. Practice acting responsibly.

LEARNING ACTIVITIES:

Individual:

1. Identify your list of responsibilities in the classroom.

2. Accept a task (passing out books, keys, classroom assignments, etc.) and maintain a record for a prescribed time without being reminded.

3. Organize and complete one activity for a youth organization.

Group:

1. View the film, "You Pack Your Own Chute", and discuss it in class.

2. Volunteer to serve on one committee of the vocational youth organization. Be responsible for one activity in the club.

3. Organize the class into task committees responsible for routine classroom activities.

EVALUATION:

In writing, indicate three responsibilites you have at home and explain how well you are achieving them.

STUDENT COMPETENCY SHEET

UNIT III: INTERPERSONAL SKILLS I

COMPETENCY STATEMENT: 7. ACCEPT CONSTRUCTIVE CRITICISM.

LEARNING STEPS:

a. Define constructive criticism.
b. Constructively criticize yourself.
c. Be willing to improve where necessary.
d. Accept criticism as being more than personal.

LEARNING ACTIVITIES:

Individual:

1. Read booklet, "The Roots of Self-Confidence". Based on this reading, indicate in writing how the main points relate to you personally.

2. Read pages 31-42 in Personality Development for Business. Write a summary section on how you would like to change yourself.

3. Keep a diary for one week listing each time you are criticized - who does the criticizing, why, where, when, your reaction/response. At the end of the week, review your diary and see if the response was defensive or accepting.

Group:

1. View the film, "The Outsider" and discuss it with the class.

2. View the film "Toward Emotional Maturity" and discuss it with the class.

3. Attend a class on "How to Learn to Accept Constructive Criticism".

4. Set up role-playing situations depicting the proper way of accepting constructive criticism, and situations where it is not accepted.

5. Discuss the statement, "If the sting of criticism keeps you from seeing it may be useful, you may be oversensitive." Is over-sensitiveness a positive or negative characteristic?

EVALUATION:

Write an account of three instances where you have accepted constructive criticism in the past week.

STUDENT COMPETENCY SHEET

UNIT III: INTERPERSONAL SKILLS I

COMPETENCY STATEMENT: 8. MAINTAIN POISE.

LEARNING STEPS:

a. Define poise.
b. Identify those factors that will help one to maintain poise.
c. Evaluate your own poise.

LEARNING ACTIVITIES:

Individual:

1. Read pages 3-10 in Personality Development for Business. Complete question #5 on page 11.

2. View film, "Faces of Courage".

Group:

1. Participate in a teacher led discussion on "How to Maintain Poise". Participate in the questions and answers session that follows.

2. Research those factors that will aid one in developing poise. Give a presentation to your class on your findings.

EVALUATION:

List and explain at least five factors that have helped you to maintain poise. After having analyzed your poise and ways to improve it, keep track of your success over a period of one week.

STUDENT COMPETENCY SHEET

UNIT III: INTERPERSONAL SKILLS I

COMPETENCY STATEMENT: 9. DISPLAY SENSE OF HUMOR.

LEARNING STEPS:

a. Define a sense of humor.
b. Become aware of different forms of humor.
c. Practice looking for and being aware of humor.

LEARNING ACTIVITIES:

Individual:

1. Make a scrap book showing both positive and sarcastic senses of humor.

2. Compile a list of three instances where you observed a display of good humor and explain in writing.

Group:

1. Work up a skit using a positive and destructive sense of humor.

2. Compile a list of jokes to be read to the group for their opinion of positive or destructive sense of humor and discuss.

3. Identify "practical joke" and discuss the inappropriate use of the practical joke.

EVALUATION:

Write a list of three instances where a sense of humor has helped you through difficult situations.

Identify five instances that you found humorous.

STUDENT COMPETENCY SHEET

UNIT III: INTERPERSONAL SKILLS I

COMPETENCY STATEMENT: 10. BUDGET TIME EFFECTIVELY.

LEARNING STEPS:

a. Explain the advantages of budgeting your time.
b. Develop a plan for budgeting your time effectively.
c. Carry out the plan.

LEARNING ACTIVITIES:

Individual:

1. Observe a parent, teacher, student, or worker who budgets their time. Explain why the person appears to be organized time wise.

2. Make a 24-hour schedule of your activities. Mark on it time spent: on sleep, in class, at work (job that earns money), with friends, on homework, alone (reading, watching T.V., listening to stereo), on chores, with family (meals) or miscellaneous. Evaluate effectiveness of time spent on each activity and explain how you might more effectively budget your time.

3. Plan for one week's activities by using a calendar and filling in all known activities and referring to the calendar when adding other activities as they arise.

4. View the film, "What Will I Do With My Time?" and summarize the main points of the film on one page.

Group:

1. Participate in a teacher led discussion on how daily and weekly schedules will help to budget time.

2. Attend a class presentation by a community business person on "How to Effectively Budget One's Time".

EVALUATION:

Develop a three day time schedule for your activities. Keep an accurate record of time spent on your activities for those three days. Compare the proposed time schedule to your actual time schedule, and indicate the effectiveness of your proposed schedule.

STUDENT COMPETENCY SHEET

UNIT III: INTERPERSONAL SKILLS I

COMPETENCY STATEMENT: 11. USE FAILURE CONSTRUCTIVELY.

LEARNING STEPS:

a. Identify or list reasons why people fail.
b. Explain how self-motivation can help individuals to overcome failure.
c. Recognize how overcoming failure can assist you in reaching your goals.

LEARNING ACTIVITIES:

Individual:

1. Read paperback book, Think and Grow Rich. Submit a written report on Mr. Hill's suggestions for turning failure around and making it work for you.

2. Research and prepare a written report on using failure constructively.

3. Read "Dear Abby" or "Ann Landers" in the newspaper. Select someone's failure and explain how they could profit from their failure.

Group:

1. Attend a class presentation by your teacher on "Using Failure Constructively" and participate in a question and answer session.

2. View the film "You Can Surpass Yourself", and answer questions prepared by your teacher.

3. Brainstorm human failures and how the individuals involved used failure constructively. Each member prepare a letter to "Dear Abby" explaining a personal failure and have a panel of students explain how they would use the failure constructively.

EVALUATION:

Select a recent personal failure, explain how you analyzed that failure and how you profited by it.

STUDENT COMPETENCY SHEET

UNIT III: INTERPERSONAL SKILLS I

COMPETENCY STATEMENT: 12. ORGANIZE THOUGHTS LOGICALLY.

LEARNING STEPS:

a. Define terms.
b. Determine the steps in logically organizing thoughts.
c. Select issues/problems and use the steps.

LEARNING ACTIVITIES:

Individual:

1. Use a Collegiate Dictionary and identify the following terms: logical, fallacy, mislead, deception, false idea, correct, and incorrect.

2. Based on the above definitions, write out the steps necessary for logical thinking.

3. Select an issue (political, spiritual, commercial) and take a position and logically justify your stance.

4. Using a newspaper available in your area, select an issue (political, spiritual, commercial) and list three or more statements of persuasion and analyze each.

5. Select a problem (e.g., car won't run, cracked walls in house, city politics, farm problem, etc.) and list cause (s) and their effect (symptoms).

Group:

1. With assistance from your instructor, select a local, national, or international issue (e.g., a faulty bridge, malfeasance in office, territorial issues). Identify the persons involved and the issues. Identify the cause/effect relationships and predict the several outcomes possible. Identify their effects on you.

EVALUATION:

Given a real issue either local, state, or national, examine the issue thoroughly. List the purposes of all persons concerned in the issue. List the possible choices of action taken and justify those actions. Your logic must stand the instructor's questioning.

STUDENT COMPETENCY SHEET

UNIT III: INTERPERSONAL SKILLS I

COMPETENCY STATEMENT: 13. IDENTIFY FALLACY IN LOGICAL THINKING.

LEARNING STEPS:

a. Define terms.
b. Collect examples of fallacy in logical thinking and identify the fallacies.
c. Write directions for avoiding fallacy in logical thinking.

LEARNING ACTIVITIES:

Individual:

1. Use a Collegiate Dictionary and identify the following terms: logical, fallacy, mislead, deception, false idea, correct, and incorrect.

2. Study the "Letters to the Editor" in an available newspaper for one week. Choose two or more letters in which you consider to have a fallacy and prepare to discuss illogical thinking used by the writer.

3. From the assignment above, choose two logically written letters and prepare to discuss the order and truth of the letter.

4. Select a letter from assignment #2 and rewrite it logically.

EVALUATION:

Write a set of directions to persons writing letters to the editor so that they may write logical letters without fallacies on subjects of their choice.

STUDENT COMPETENCY SHEET

UNIT III: INTERPERSONAL SKILLS I

COMPETENCY STATEMENT: 14. RECOGNIZE EMOTIVE LANGUAGE.

LEARNING STEPS:

a. Define terms.
b. Locate available sources of emotive language.
c. Analyze selections of emotive language.

LEARNING ACTIVITIES:

Individual:

1. Identify the follcwing terms from a good collegiate dictionary: emotive, emotional, prejudice, idea, character, bandwagon, jargon, gobbledygook.

2. Choose selections from magazines or newspapers and identify examples of all of the above terms.

3. Choose a newspaper passage from "Dear Abby" or "Ann Landers" and identify examples of three of the above terms.

EVALUATION:

Given a current newspaper, locate and underline samples of emotive language, prejudice, bandwagon, jargon, and gobbledygook. Write the correct identifying term over each underlined selection.

STUDENT COMPETENCY SHEET

UNIT III: INTERPERSONAL SKILLS I

COMPETENCY STATEMENT: 15. UTILIZE SEQUENTIAL THINKING.

LEARNING STEPS:

a. Define sequential thinking and related terms.
b. Relate sequential thinking to time, space, and climax.
c. Analyze any situation for type and detail of sequential thinking.

LEARNING ACTIVITIES:

Individual:

1. Identify the following terms: relationship, comparisons, contrast, judgement, inference, generalization, problem, over-simplification, bias, prejudice, persuasion, climax. Relate each term to sequential thinking.

2. Make a list of five main points of order related to the following subjects. Arrange them according to the order stated in parenthesis:

   a. A brush with the law (time order).

   b. Ways to get elected to office (order of climax).

   c. A tour of your school (order of space).

   d. The trials of learning a trade (order of climax).

EVALUATION:

Given the following example of "fuzzy" or non-sequential thinking, restate and realign the passage to be sequential.

EXAMPLE: Dave Clark put his class candidate's campaign poster up in place of the other candidates. He tore some signs down and marked on others. He did this to get his candidate elected. He broke into the school.

STUDENT COMPETENCY SHEET

UNIT III: INTERPERSONAL SKILLS II

COMPETENCY STATEMENT: 1. WORK COOPERATIVELY WITH OTHERS.

LEARNING STEPS:

a. Identify terms.
b. Realize the benefits of cooperation.
c. Relate ways in which cooperation can help you.

LEARNING ACTIVITIES:

Individual:

1. Use a Collegiate Dictionary and identify the following terms: cooperation, dissention, self-concept, depression, jealousy, self-understanding, responsibility, alienation, value, self-worth.

2. Read and study the five following quotations and keep in mind the above definitions. Write a brief meaning of each quotation in your own words.

   a. "There are no problems we cannot solve together and very few that we can solve by ourselves."
   (L. B. Johnson)

   b. "We were two and had but one heart between us."
   (F. Villon)

   c. "We cannot be separated in interest or divided in purpose. We stand together until the end."
   (Woodrow Wilson)

   d. "We come to reason, not to dominate. We do not seek to have our way, but to find a common way."
   (L. B. Johnson)

   e. "United we stand, divided we fall."
   (G. P. Morgan)

3. Select two of the above quotations and seek out a successful adult in your community (e.g., teacher, minister, mechanic, business person, secretary, truck driver, etc.) and ask them to read the quote and state what it means to them.

STUDENT COMPETENCY SHEET

Learning Activity (continued):

Group:

1. Participate in a class discussion on the meaning of the five quotes listed in the Individual Learning Activity and take notes.

EVALUATION:

Given your choice of one of the quotes listed in the Individual Learning Activity, select one and list five ways it will assist you in working cooperatively in your trade.

UNIT III

INTERPERSONAL SKILLS II

STUDENT COMPETENCY SHEET

UNIT III: INTERPERSONAL SKILLS II

COMPETENCY STATEMENT: 2. DEAL COURTEOUSLY WITH CUSTOMERS, PATIENTS, AND CLIENTS.

LEARNING STEPS:

a. Identify terms.
b. Analyze courteous and discourteous actions.
c. Determine rules of courtesy.
d. Act courteously.

LEARNING ACTIVITIES:

Individual:

1. Identify the following terms: mannerly, respect, patience, impatience, fatigue, aggravation, meekness, forwardness, service, and tone of voice.

2. Choose a member of your community and ask him/her to recall an instance in their career when an act of discourtesy cost them a sale, a contract, a job, etc. Record their response.

3. Recall an instance in your own life when an act of discourtes cost you something.

4. In your occupational area, explain in writing courteous behavior.

Group:

1. Present each students response to the first question under Individual Learning Activity.

2. Ask each student to read the question and response in the first activity in the Individual Learning Activity, and discuss how the situation could be improved by appropriate response or action.

EVALUATION:

Given the following hypothetical situation, select a courteous response and list three or more ways how it might improve the situation: Mrs. Schmidt came into your establishment at 11:00 a.m. with a complaint that was committed by another establishment. You were busy taking stock inventory which was to be completed before 12:00 noon. Being pressed for time, you raised your voice to Mrs. Schmidt and indicated to her you could not take time to discuss the matter. Mrs. Schmidt left, but immediately upon returning home reported the incident to the Better Business Bureau. They in turn reported the matter to your supervisor, who repremanded you.

How would you correct the situation?

STUDENT COMPETENCY SHEET

UNIT III: INTERPERSONAL SKILLS II

COMPETENCY STATEMENT: 3. VIEW OTHERS AS INDIVIDUALS.

LEARNING STEPS:

a. Identify terms.
b. Explain how to view people individually.
c. List advantages of viewing people individually.
d. Contrast viewing people individually and as part of a recognized group.

LEARNING ACTIVITIES:

Individual:

1. Identify the following terms: race, rich, poor, pretence, temperament, old, young, handicapped.

2. Describe on paper in your own words how each of the above terms might cause one to view others in a way other than as an individual.

3. In your own words, what does the following quotation mean in terms of individuality?

   "You can't tell a book by its cover."

Group:

1. Participate in a class discussion and take notes on the following quotations on individuality.

   a. "The worth of the state, in the long run, is the worth of the individuals composing it." (John Stuart Mills)

   b. "The whole theory of the universe is directed unerringly to one single individual." (Walt Whitman)

   c. "An institution is the lengthened shadow of one man." (Ralph W. Emerson)

   d. "Individuality is the aim of political liberty." (James F. Cooper)

   e. "Individuality is founded in feeling; and the recesses of feeling, the darker, blinder strata of character, are the only places in the world in which we catch real fact in the making."

STUDENT COMPETENCY SHEET

UNIT III: INTERPERSONAL SKILLS II

COMPETENCY STATEMENT: 4. UTILIZE APPROPRIATE BOLDNESS.

LEARNING STEPS:

a. Identify terms.
b. Contrast appropriate and inappropriate boldness.
c. List instances of appropriate boldness for you.

LEARNING ACTIVITIES:

Individual:

1. Identify the following terms: assertive, mild, meek, aggressive, prompt, claim, declare, affirm, state, confidence and boldness.

2. Read the following quotations. Recall and write down a specific instance in your life which proves the truth of each quotation.

   a. "Fortune befriends the bold"
      (John Dryden)

   b. "Boldness is a mast of fear, however great."
      (Francis Bacon)

   c. "Who bravely dares must sometimes risk a fall."
      (T. G. Smalleu)

   d. "When you cannot make up your mind which of two evenly balanced courses of action you should take, choose the bolder."

   e. "Finite to fail, infinite to venture."
      (Emily Dickinson)

3. Select two passages from above and explain each in your own words.

Group:

1. Discuss each of the above quotations and its value or lack of value to you in this course.

EVALUATION:

Consider yourself on the job in your occupational area. List five possible instances of appropriate boldness.

STUDENT COMPETENCY SHEET

UNIT III: INTERPERSONAL SKILLS II

COMPETENCY STATEMENT: 5. BE AWARE OF INITIATIVE AND MOTIVATION IN JOB PERFORMANCE.

LEARNING STEPS:

a. Identify terms.
b. Explain the terms in relationship to your occupational area.
c. Plan three ways to use initiative and motivation in your occupational area.

LEARNING ACTIVITIES:

Individual:

1. Identify the following terms: initiative, motivation, performance.

2. Interview three or more employers or supervisors and ask each to give examples where an employee's diligence to these three elements resulted in advancements. Record these anecdotes.

3. Explain the following quote: "Diligence is the mother of good luck." (Ben Franklin)

4. Explain the following quote: "That which ordinary men are fit for, I am qualified in; and the best of me is diligence." (William Shakespeare)

5. Explain the following quote: "The more we do, the more we can do." (William Hazlett)

Group:

1. Discuss your anecdotes with the class.

2. Discuss "Let him that would move the world, first move himself."

EVALUATION:

Assume a possible job situation in your study area, list three things you might do to improve each of the following: initiative, motivation, and job performance.

STUDENT COMPETENCY SHEET

UNIT III: INTERPERSONAL SKILLS II

COMPETENCY STATEMENT: 6. DEVELOP AN AWARENESS OF APPLYING GOOD LEADERSHIP ABILITY.

LEARNING STEPS:

a. Identify terms.
b. Review good leadership techniques.
c. Analyze your own leadership abilities and potential.
d. Write a plan to develop your potential.

LEARNING ACTIVITIES:

Individual:

1. Identify and record the meaning of the following terms: leadership, ability, authority, direction, delegating authority, plan, autonomy.

2. Secure from two leaders in your community their definition of leadership.

3. Select a prominent public servant in local or national setting, study that person thoroughly, and list five recent actions he/she has taken that reflect the various aspects of leadership discussed in this competency.

Group:

1. Discuss with the class all the terms listed above and state their usefulness in leadership.

2. Read and discuss the definitions of leadership secured from your community.

3. Discuss the various implications of the following quote: "Leadership: The art of getting someone else to do something you want done because he wants to do it."
(Dwight D. Eisenhower)

EVALUATION:

Given the following ten attributes of a good leader, select five which you consider essential to good leadership.

conducts well	patience	power conscious
understanding	greedy	title conscious
sets examples	supremacy	sensitivity to others
directness		

STUDENT COMPETENCY SHEET

UNIT III: INTERPERSONAL SKILLS II

COMPETENCY STATEMENT: 7. RECOGNIZE THAT SUCCESS ON THE JOB DEPENDS ON TECHNICAL PROFICIENCY AND INTERPERSONAL RELATIONS.

LEARNING STEPS:

a. Define terms.
b. Gain awareness of interpersonal relations on-the-job.
c. Practice good on-the-job interpersonal relations.

LEARNING ACTIVITIES:

Individual:

1. Define each of the following terms: failure, success, technical, proficiency, interpersonal relationship.

2. Study the following six quotes, choose three and recall an instance in your life or the life of someone you know where it applies:

   a. "I tell you that as long as I can conceive something better than myself, I cannot be easy unless I am striving to bring it into existence by clearing the way for it." (George B. Shaw)

   b. "The best time to hold your tongue is the time you feel you must say something or burst." (Josh Billings)

   c. "Do not attempt to do a thing unless you are sure of yourself; but do not relinquish it simply because someone else is not sure of you." (Stewart E. White)

   d. "All government, indeed every human benefit and enjoyment, every virtue, and every prudent act, is founded on human compromise and barter." (Edmund Burke)

   e. "Better bend than break." (Scottish Proverb)

   f. "Life cannot subsist in society but by reciprocal concessions." (Samuel Johnson)

STUDENT COMPETENCY SHEET

Learning Activities (continued):

Group:

1. View the film "I Just Work Here" (Wheeling College Library), and discuss the film in class.

2. Role-play instances of good and bad interpersonal relationships with other employees and customers.

3. Select four students (2 females and 2 males) and have them leave the classroom and wait in the hall until called to return. Explain to the rest of the class to observe the reactions and comments of each student as he/she is separately invited into the classroom and asked the question: Why are you late for class?

   Have the class jot down each students reaction for discussion after the fourth student is questioned.

EVALUATION:

Write about an instance where you have failed because you did not practice good interpersonal relations with an employer, family member, or school personnel, and answer the question: What should you have done to succeed?

STUDENT COMPETENCY SHEET

UNIT III: INTERPERSONAL SKILLS II

COMPETENCY STATEMENT: 8. BE AWARE OF THE IMPORTANCE OF YOUR CREDIBILITY ON-THE-JOB.

LEARNING STEPS:

a. Define credibility.
b. Identify credibility traits.
c. Analyze your own credibility traits.

LEARNING ACTIVITIES:

Individual:

1. Look up credibility and define it in your own words.

2. In terms of your occupational area, what traits effect your credibility.

3. Read the following quotes and select the three which you feel most aptly defines the competency statement.

   a. "The greatest homage we can pay truth is to use it." (James R. Lowell)

   b. "Error of opinion may be tolerated where reason is left free to admit it." (Thomas Jefferson)

   c. "Hear reason or she'll make you feel her." (Ben Franklin)

   d. "Common sense is the knack of seeing things as they are, and doing things as they ought to be done." (Josh Billings)

   e. "Responsibility is the thing people dread most of all, yet it is the one thing in the world that develops us, gives us manhood and womanhood." (Frank Crane)

Group:

1. Role-play the following hypothetical situation:

   Sam Maxwell volunteered to prepare a presentation to deliver to the class in two weeks. As the deadline for the assignment drew near, other commitments arose and Sam put off preparing his material. The assignment was not prepared adequately and Sam blamed his failure on the prior commitments.

   What should Sam have done?

STUDENT COMPETENCY SHEET

Learning Activities(continued):

Group:

2. Attend a presentation by a foreman or personnel director on the importance of credibility on-the-job.

EVALUATION:

Choose an important national person and list the traits that make this person credible and those traits that do not.

STUDENT COMPETENCY SHEET

UNIT III: INTERPERSONAL SKILLS II

COMPETENCY STATEMENT: 9. ADJUST TO REGULATIONS OF THE WORK ENVIRONMENT.

LEARNING STEPS:

a. Describe regulations of the work environment in your occupational area.
b. Compare work environment regulations to your present lifestyle.
c. Identify needed changes in your lifestyle.

LEARNING ACTIVITIES:

Individual:

1. Consult the D.O.T. and look up a job description.
2. Check with your guidance counselor and obtain work environment information and regulations.
3. Read each of the following quotations and select the three you feel most aptly support the competency statement and state why.

   a. "A man is a worker. If he is not that, he is nothing." (Joseph Conrad)

   b. "Labor disgraces no man, but occasionally men disgrace labor." (U. S. Grant)

   c. "I look on that man as happy, who, when there is question of success, looks into his work for a reply." (Ralph W. Emerson)

   d. "The more we do, the more we can do." (William Hazlite)

   e. "No thoroughly occupied man was ever yet miserable." (Letetia Landon)

   f. "The fruit derived from labor is the sweetest of all pleasures." (Luc de Clapiers)

   g. "Many a man never fails because he never tries." (Norman MacElwain)

   h. "What we hope to do with ease, we must learn first to do with diligence." (Samuel Johnson)

Learning Activities (continued):

Individual:

4. Choose a prominent person in your area and interview that person, asking the following questions. Record the response.

   a. At what age do you think it most difficult to adjust to job requirements and why?

   b. Aside from money matters, what elements do you think makes it easy to adjust to a job?

   c. What habits must one develop in order to succeed in his/her first job?

   d. What habits must be broken in order to adjust to work?

   e. What are the most commonly violated work regulations in your company?

Group:

1. Attend a presentation by an employment agency person on work environment.

EVALUATION:

List in your own words twenty reasons why people have difficulty adjusting to work environments.

STUDENT COMPETENCY SHEET

UNIT III: INTERPERSONAL SKILLS II

COMPETENCY STATEMENT: 10. IDENTIFY GOVERNMENT REGULATIONS THAT PERTAIN TO YOUR INITIAL EMPLOYMENT.

LEARNING STEPS:

a. Define terms related to work rights.
b. Identify five important provisions of the child-labor laws in your state.
c. Explain the changing attitudes relative to "protective" legislation for workers.

LEARNING ACTIVITIES:

Individual:

1. Read Chapter 27 of Applied Business Law, 11th Edition, and answer questions 1-10 on page 398. Define the terms under "Define Your Legal Vocabulary" on page 397.

Group:

1. Search newspapers and magazines for pertinent articles on labor management relations, such as collective bargaining sessions over new contracts, strikes, and boycotts, and discuss articles with the class.

2. Role-play a situation where an arbitrator must decide whether a foreman was justified in suspending or dismissing a worker who used an air hose to engage in "horse play" on-the-job. The worker, the union representative, and a lawyer for management and for the union may present their views of the incident.

EVALUATION:

Identify three areas that relate to government regulations that protect people in your occupational area.

STUDENT COMPETENCY SHEET

UNIT III: INTERPERSONAL SKILLS II

COMPETENCY STATEMENT: 11. DESCRIBE LEGAL PROTECTION OF THE EMPLOYEE.

LEARNING STEPS:

a. Identify the Federal Laws pertaining to employee protection.
b. Identify the State Laws pertaining to employee protection.
c. Identify sources for company policies pertaining to employee protection.

LEARNING ACTIVITIES:

Individual:

1. Read Chapter 27 of Applied Business Law, 11th Edition, and answer teaser questions on page 400.

2. Read Chapter 28 on page 400 of Law As People Live It. Answer questions 1-10 on page 408 & 409. Also, define "Your Legal Vocabulary" on page 407.

3. Obtain from your Secretary of State, copies of labor laws, including workmen's compensation laws and current schedule of benefits of your state. Write a report on your findings.

4. Interview personnel director of a large firm or a representative of the local labor board and identify laws relating to items a, b, and c in the learning steps. Write a report on your findings.

Group:

1. Participate in a teacher led discussion on the following:
   a. Employee's common-law risks
   b. Employer's common-law duties
   c. Workmen's compensation laws protecting employees.
   d. A checklist of the benefits workmen's compensation provides

2. Participate in a panel discussion with representatives from management and labor on worker protection laws or regulations.

STUDENT COMPETENCY SHEET

Learning Activities (continued):

Group:

3. Search newspapers and magazines for pertinent articles on labor management relations, such as collective bargaining sessions over new contracts, strikes, and boycotts, and discuss articles with the class.

4. Role-play a situation where an arbitrator must decide whether a foreman was justified in suspending or dismissing a worker who used an air hose to engage in "horse play" on-the-job. The worker, the union representative, and a lawyer for management and for the union may present their views of the incident.

EVALUATION:

You have been fired from your job with no explanation. What recourses do you have? List three.

UNIT III

INTERPERSONAL SKILLS III

STUDENT COMPETENCY SHEET

UNIT III: INTERPERSONAL SKILLS III

COMPETENCY STATEMENT: 1. IDENTIFY CIVIC ORGANIZATIONS AND THEIR FUNCTIONS.

LEARNING STEPS:

a. Define civic organizations.
b. Determine civic organizations in your area.
c. Describe the functions of at least five civic organizations in your area.

LEARNING ACTIVITIES:

Individual:

1. Obtain from your local Chamber of Commerce, Community Action Agency, or other agencies, a list of several civic organizations and their officers in your area. Contact an officer from several organizations and find out their functions. Prepare a written report on the findings.

Group:

1. Attend a class presentation by the teacher on "Civic Organizations and Their Functions." Participate in a question and answer session.

2. Participate in a classroom panel discussion, arranged by the teacher, on "Civic Organizations and Their Functions."

3. Divide into small groups, develop a five minute class presentation on one civic organization, assigned by the teacher.

EVALUATION:

Identify in writing at least five civic organizations and their functions.

STUDENT COMPETENCY SHEET

UNIT III: INTERPERSONAL SKILLS III

COMPETENCY STATEMENT: 2. EXPLAIN PROCEDURES FOR REGISTERING TO VOTE.

LEARNING STEPS:

a. Explain voter registration requirements.
b. Determine location of voter registration office.
c. Complete voter registration form.
d. Determine own voting precinct.

LEARNING ACTIVITIES:

Individual:

1. Obtain from your county clerk's office the pamphlet "Voter Registration". Read it completely and write a one page report on registering procedures.

Group:

1. View with the class the film "Right to Vote" and/or an audio visual provided by the teacher. Participate in a question and answer session.

2. Attend a class presentation by teacher and/or representative of the county clerk's office on "Voter Registration". Participate in a question and answer session.

3. Participate in small group, develop a class presentation on one of the following topics as assigned by teacher:
   a. Registration requirements;
   b. Completion of voter registration form;
   c. County voting precincts.

EVALUATION:

Write a one page report on the procedures to follow for registering to vote, including the above learning steps.

STUDENT COMPETENCY SHEET

UNIT III: INTERPERSONAL SKILLS III

COMPETENCY STATEMENT: 3. IDENTIFY VOLUNTEER GROUPS AND THEIR FUNCTIONS.

LEARNING STEPS:

a. Define volunteer group.
b. Determine volunteer groups in your area.
c. Describe functions of each volunteer group.

LEARNING ACTIVITIES:

Individual:

1. Identify five volunteer agencies in your area from the Chamber of Commerce or Community Action Agency, and identify their functions.

2. Research and prepare a list of all volunteer groups in your area and their function. Submit the list to the teacher for evaluation.

Group:

1. Develop, in a small group, a short class presentation on one volunteer group as assigned by the teacher.

2. Participate in a class presentation by the teacher on "Volunteer Groups and Their Function". Participate in a question and answer session.

3. Participate in classroom panel discussion, arranged by the teacher, on "Volunteer Groups and Their Functions" within your area.

EVALUATION:

Identify one volunteer group in your area and its major function, and explain why you would or would not like to belong to the group.

STUDENT COMPETENCY SHEET

UNIT III: INTERPERSONAL SKILLS III

COMPETENCY STATEMENT: 4. DETERMINE NON-PROFIT PUBLIC SERVICES AVAILABLE AND HOW THEY FUNCTION.

LEARNING STEPS:

a. Define non-profit public service.
b. Determine non-profit public services in your area.
c. Explain functions of three non-profit public service agencies in your area.

LEARNING ACTIVITIES:

Individual:

1. Identify the local Chamber of Commerce or Community Action Agency, non-profit public services, and their functions.

Group:

1. Participate in a class presentation by the teacher on non-profit public services and how they function. Participate in a question and answer session.

2. Participate in a panel discussion arranged by the teacher on non-profit public services and their functions. Participate in a question and answer session.

3. Develop a small group and give a short class presentation of a non-profit public service as assigned by the teacher.

EVALUATION:

Select one non-profit service found in your area and explain why money should be taken out of your income to support it.

UNIT IV

ECONOMIC PRINCIPLES/CONCEPTS I

STUDENT COMPETENCY SHEET

UNIT IV: ECONOMIC PRINCIPLES/CONCEPTS I

COMPETENCY STATEMENT:

1. EXPLAIN PROFIT MOTIVE AS IT RELATES TO THE ECONOMY, BUSINESS AND CONSUMER.

LEARNING STEPS:

a. Define profit motive.
b. Explain how profit motive effects the economy.
c. Determine business growth with profit motive.
d. Describe how profit motive effects the consumer.

LEARNING ACTIVITIES:

Individual:

1. Read "Profit Motive" pages 73-74 in Economics in Action. Complete problem 24 on page 75.

2. Research "Profit Motive" and prepare a summary as it relates to the economy, business and the consumer.

Group:

1. Participate in a class presentation by the teacher and/or guest speaker on "Profit Rewards All". Prepare two questions relating to the class presentation.

2. Participate in small groups, develop ten minute presentation on one of the following topics:
   a. Government and Profit Motive
   b. Business and Profit Motive
   c. Consumer and Profit Motive

3. View with the class the film, "The Marvelous Mousetrap" and/or audio visual provided by the teacher. Prepare two questions relating to the film for class discussion.

EVALUATION:

Write a one page report on how the profit motive effects the possibilities of your buying a car.

STUDENT COMPETENCY SHEET

UNIT IV: ECONOMIC PRINCIPLES/CONCEPTS I

COMPETENCY STATEMENT: 2. EXPLAIN THE RELATIONSHIP OF PROFIT AND THE PROFIT MOTIVE TO SALES VOLUME, PRICE DETERMINATION COSTS (FIXED AND VARIABLE), AND BREAKEVEN POINT.

LEARNING STEPS:

a. Explain why profits effect sales volume.
b. Compare sales volume to price determination.
c. Explain why profits vary with fixed and variable costs.
d. Determine the relationship of profits to sales volume, price determination, and costs.

LEARNING ACTIVITIES:

Individual:

1. Read "The Overall Significance of Markets and Prices" on page 117-120 in Economics in Action. Complete problem 41 on page 124.

2. Research and prepare a two page paper on profit to sales determination and costs.

Group:

1. View with the class the film "The Marvelous Mousetrap" and/or audio visual provided by the teacher. Participate in a question and answer session.

2. Attend a class presentation by the teacher on "Markets and prices". Participate in a question and answer session.

3. Participate in a teacher directed group discussion on the influence of profits in sales volume, price determination, and costs (fixed and variable).

EVALUATION:

Draw a diagram showing the relationship between sales volume, price, and breakeven points.

STUDENT COMPETENCY SHEET

UNIT IV: ECONOMIC PRINCIPLES/CONCEPTS I

COMPETENCY STATEMENT: 3. DESCRIBE THE INFLUENCE OF COMPETITION ON PRODUCT, PRICE, PROMOTION, AND DISTRIBUTION GOALS.

LEARNING STEPS:

a. Define competition.
b. Relate competition to profit motive.
c. Summarize the virtues of a competitive market.
d. Identify factor market and product market.

LEARNING ACTIVITIES:

Individual:

1. Research and prepare a one page paper on the influence competition has on price, promotion, and distribution of product.

2. Read "Competition and the Profit Motive" and summary, pages 120-122 in Economics in Action. Complete problem 42 on page 124.

Group:

1. Develop, in small groups, a class presentation on the influence of competition in one of the following goals: (a) product; (b) price; (c) promotion; or (d) distribution.

2. View filmstrip series "The American Economy" and/or audio visual provided by your teacher. Prepare two questions for class discussion on the film.

3. Attend a class presentation by the teacher and/or guest speaker on the "Influence of Competition on Business and Industry." Prepare two questions on the presentation for class discussion.

4. Obtain three different advertisements of a product and present to class the influence competition had on price, promotion, and distribution of that product.

EVALUATION:

Describe a market reaction to the development of an alternative fuel to gasoline.

STUDENT COMPETENCY SHEET

UNIT IV: ECONOMIC PRINCIPLES/CONCEPTS I

COMPETENCY STATEMENT: 4. SHOW THE RELATIONSHIP OF SUPPLY AND DEMAND AND ITS INFLUENCE ON MARKETING FUNCTIONS.

LEARNING STEPS:

a. Describe economics of demand.
b. Define elasticity of demand.
c. Describe economics of supply.
d. List the forces of demand and supply on marketing functions.

LEARNING ACTIVITIES:

Individual:

1. Read "Demand and Supply" pages 103-105 in Economics in Action. Complete problem 16 on page 123.
2. Research and prepare a one page paper on the influence of supply and demand on marketing functions.
3. Identify in writing the economic principles.

Group:

1. View with the class the filmstrip series "The American Economy" and/or audio visual provided by the teacher.
2. Participate in class presentation by the teacher and/or guest speaker on "Supply and Demand". Participate in a question and answer session.
3. Prepare and present small group role-playing presentation of how demand and supply effects marketing.
4. Develop a five minute presentation using a product of your choice, show how supply and demand has influenced that product.

EVALUATION:

Explain the relationship of supply and demand as it relates to a superb college athlete's salary in a pro draft.

STUDENT COMPETENCY SHEET

UNIT IV: ECONOMIC PRINCIPLES/CONCEPTS I

COMPETENCY STATEMENT: 5. IDENTIFY THE FOLLOWING CHARACTERISTICS OF THE FREE ENTERPRISE SYSTEM: PROFIT, PRIVATE OWNERSHIP, RISK AND COMPETITION.

LEARNING STEPS:

a. Define the free enterprise system in terms of profit.
b. Define the characteristics of: risk, profit motive, competition, and private ownership.
c. Identify each characteristic.

LEARNING ACTIVITIES:

Individual:

1. Read Chapter 3, Freedom and Specialization in Our Economy, pages 41-46 in Economics, Principles, and Applications, Ninth Edition. Make a list of all twelve terms printed in red and define each term.

2. Research the characteristics of the free enterprise system and prepare a summary as it relates to the individual from the standpoint of competition, profit motive, risk, and private ownership.

3. Using your local newspaper operation as a reference, define the following terms in relation to the management of the paper: (a) risk; (b) profit motive; (c) competition; and (d) private ownership.

Group:

1. Prepare a presentation for classroom discussion on the meaning of the above terms and how they apply to identifying some of the characteristics of a free enterprise system.

2. View the film "Kingdom of Mocha". Take notes and identify the portions of the film that explain the terms: free enterprise, individual, investment, motivation, competition, opportunities, and characteristics.

Learning Activities (continued):

Group:

3. Divide into groups of four students with each group identifying two of these terms: free enterprise, individual, risk, competition, profit motive, economy, monopoly and private practice. Each group will define the terms and give an example of its use in the free enterprise system. Five minutes time will be allowed for the groups to define and prepare examples.

4. Have an individual from industry or Junior Achievement speak to the class on the characteristics of the free enterprise system.

EVALUATION:

Compare the local hardware store or newspaper to the local school system in terms of the characteristics of the free enterprise system.

STUDENT COMPETENCY SHEET

UNIT IV: ECONOMIC PRINCIPLES/CONCEPTS I

COMPETENCY STATEMENT: 6. EXPLAIN THE EFFECTS OF RECESSION AND INFLATION ON PRODUCTION, SALES, AND EMPLOYMENT.

LEARNING STEPS:

a. Define: recession, inflation, production, sales, and employment.
b. Identify the effects of recession and inflation on production, sales, and employment.

LEARNING ACTIVITIES:

Individual:

1. Read pages 370-389 in Economics, Ninth Edition. Define the terms and answer the questions on pages 389-390, or do one of the competencies on page 391.

2. Collect three articles from the newspapers or magazines on the special effects of recession and inflation on production, sales and employment. Explain one article to the class.

3. Research and prepare a 2-4 page summary on the effects of recession and inflation on production, sales and employment.

Group:

1. View the film, "Kingdom of Mocha" and write a one page summary.

2. Read pages 370-389 in the text Economics, Ninth Edition. Formulate in writing a problem caused by inflation or recession and present it to the class.

3. Give a three to five minute speech to the class on the effects of recession and inflation on production, sales, and employment.

EVALUATION:

Given a situation of severe inflation or recession, explain in writing how it effects you.

STUDENT COMPETENCY SHEET

UNIT IV: ECONOMIC PRINCIPLES/CONCEPTS I

COMPETENCY STATEMENT: 7. EXPLAIN THE INFLUENCE OF LABOR ORGANIZATIONS ON THE ECONOMY.

LEARNING STEPS:

a. Define: employment, labor organization, economy, business, individual.
b. Identify the influence of employment and labor organizations on the economy, business, and the individual.

LEARNING ACTIVITIES:

Individual:

1. Identify the effect on the economy of: (a) increased cost of labor; and (b) political contributions to organized labor.

2. Make a list of six or more labor organizations and explain their common functions.

3. Read pages 50-61 of Succeeding in the World of Work, define the new terms and answer the questions on page 61, or write your opinion on the discussion questions on pages 61-62.

4. Read pages 278-295 in Economics, Principles, and Applications. Define the new terms and answer the questions on pages 295-296 or do one of the challenges to Economic Competency on page 297.

Group:

1. Prepare two questions for classroom discussion on the influence of employment and labor organizations on the economy, business, and the individual.

2. Attend a class where a union representative or other qualified person speaks to the class and explains the influence of labor and labor organizations on the economy, business, and the individual. Write two questions to be answered in the session that follows.

STUDENT COMPETENCY SHEET

Learning Activities (continued):

Group:

3. Attend a class where a business representative speaks to the class on the influence of labor and labor organizations on the economy, business, and the individual. Write two questions to be answered in the session that follows.

4. View the film "Everybody Knows" and discuss the film in class.

EVALUATION:

Using no references, write a two page report interpreting the influence of employment and labor organizations on the economy and the individual.

STUDENT COMPETENCY SHEET

UNIT IV: ECONOMIC PRINCIPLES/CONCEPTS I

COMPETENCY STATEMENT: 8. DESCRIBE THE NATURE OF CREDIT AND ITS INFLUENCE ON THE ECONOMY, BUSINESS, AND THE INDIVIDUAL.

LEARNING STEPS:

a. Define: credit, economy, and business.
b. Describe how the issuance of credit expands money supply.
c. Describe how the issuance of credit influences economy and business.

LEARNING ACTIVITIES:

Individual:

1. Read pages 319-328 of Economics, Principles and Applications. Define the new terms and answer the questions on pages 328-329 or select one of the challenges to economic competency on page 330.

2. Outline pages 166-182 of Succeeding in the World of Work, and define the new terms and answer the questions on page 183.

3. Make a scrap book from newspaper or magazine clippings describing the nature of credit and its influence on the economy, business, and the individual.

Group:

1. Participate in a teacher led classroom discussion on the nature of credit and its influence on the economy, business, and the individual. Prepare three discussion comments based on the class presentation.

2. View the film "Finances and Credit Economics". Prepare three discussion comments related to the film.

3. View the film "Money Management and Family Financial Planning" and prepare three discussion comments relating to the film.

4. Write a one page speech on what you should know before using credit and present it to the class.

Learning Activities (continued):

Group:

5. Participate in a class discussion with a speaker from a credit firm or department on the nature of credit and its influence on the economy, business, and the individual. Prepare three questions/comments relative to the presentation for a class discussion.

EVALUATION:

You have just received a credit card with a limit of $800.00 on your account. How does this effect your credit over a 12 month period?

STUDENT COMPETENCY SHEET

UNIT IV: ECONOMIC PRINCIPLES/CONCEPTS I

COMPETENCY STATEMENT: 9. DESCRIBE THE EFFECTS OF TAXATION ON BUSINESS AND THE INDIVIDUAL.

LEARNING STEPS:

a. Define taxation.
b. Identify the effects of taxation on business and the individual.

LEARNING ACTIVITIES:

Individual:

1. Read pages 209-225 in Succeeding in the World of Work, Second Edition. Define the new terms and answer the study questions on page 226.

2. Read pages 411-421 in Economics, Principles, and Applications, Ninth Edition. Define terms and answer the study questions on page 421 and 422, or select one of the challenges to economic competency on page 423.

Group:

1. Participate in a teacher led class presentation on the effects of taxation on business and the individual. Prepare three questions/comments on the presentation for use in class discussion.

2. View and discuss the film "Government".

3. Participate in a presentation by a guest speaker from business on how taxation effects business and the individual. Prepare three questions/comments on the presentation.

4. Prepare a two or more minute speech on describing the effects of taxation on business and the individual to be given in class.

EVALUATION:

Given an increase in business and individual taxes, describe the effect on your spendable income.

STUDENT COMPETENCY SHEET

UNIT IV: ECONOMIC PRINCIPLES/CONCEPTS I

COMPETENCY STATEMENT: 10. SHOW THE EFFECTS OF REGULATIONS AND AGENCIES OF GOVERNMENT ON BUSINESS ORGANIZATIONS.

LEARNING STEPS:

a. Define: laws, regulations, and government agencies.
b. Perceive the effects of regulations and agencies of government on business organizations.
c. List the positive effects of government organizations on business.
d. List the negative effects of government organizations on business.

LEARNING ACTIVITIES:

Individual:

1. Read pages 395-408 of Economics, Principles and Applications. Define the new terms and answer the questions on pages 408 and 409, or do one of the challenges on page 410.

2. Compile a list of no fewer than ten laws which affect business agencies and list one or more effects they have on business.

3. Compile a list of no fewer than five regulatory agencies and list one or more effects each would have on business agencies.

4. Write a two or more page report on why we need laws and regulations to help manage business organizations.

5. Read pages 184-192 of Succeeding in the World of Work. Define the new terms and answer the study questions on page 192, or outline Chapter 13, "Awareness of Legal Responsibilities", pages 184-192.

Group:

1. Participate in a teacher led discussion on the effects of laws, regulations, and agencies of government on business organizations.

2. View, list, and be able to discuss the pros and cons of the film "Government".

STUDENT COMPETENCY SHEET

Learning Activities (continued):

Group:

3. In small groups, brainstorm the competency by dividing the class into groups of three to five students and have each group first list as many laws and regulatory agencies of the government they can within a five minute period, second list the effects laws and regulations have on business. Present the groups' ideas to the class.

EVALUATION:

Describe the effects government regulations have had on nuclear power industry.

STUDENT COMPETENCY SHEET

UNIT IV: ECONOMIC PRINCIPLES/CONCEPTS I

COMPETENCY STATEMENT: 11. EXPLAIN THE ROLE OF RISK MANAGEMENT, INCLUDING INSURANCE PROTECTION FOR BUSINESS ORGANIZATIONS.

LEARNING STEPS:

a. Define: role, risk management, insurance protection, and business organization.
b. Identify the role of risk management for business organizations.
c. Recognize the role of insurance protection for business organizations.

LEARNING ACTIVITIES:

Individual:

1. Read pages 267-274 of Economics, Principles, and Applications. Define the new terms and answer the questions on page 275, or do one of the challenges to economic competency on page 277.

2. Research and prepare a one or more page report on risk management and insurance protection involving your employer.

3. Compile and explain a list of ten or more items that may be purchased at a risk to the company or business organization.

4. View the film "Innovation". Write a one page critique on the film.

Group:

1. Participate in a teacher led class discussion on the role of risk management, including insurance protection for business organizations. Prepare three questions/comments relating to the discussion.

2. Role-play by organizing into groups of 3-5 students with each group preparing a paper to be read in class on the role of risk management, including insurance protection involving the business organization that employs them.

STUDENT COMPETENCY SHEET

Learning Activities (continued):

Group:

3. Attend a presentation by a guest speaker from business who will discuss the role of risk management, insurance protection for business organizations. Prepare three comments relating to the presentation.

4. Prepare a two or more minute speech on the role of risk management including insurance protection for business organizations. Present to the class.

EVALUATION:

You now have a car. List the advantages of having full or partial coverage on the vehicle you own.

STUDENT COMPETENCY SHEET

UNIT IV: ECONOMIC PRINCIPLES/CONCEPTS I

COMPETENCY STATEMENT: 12. DETERMINE THE INFLUENCE OF AUTOMATION AND/OR SPECIALIZATION ON THE ECONOMY.

LEARNING STEPS:

a. Define: influence, automation, specialization, and economy.
b. Describe the influence of automation and/or specialization on the economy, business, and the individual.

LEARNING ACTIVITIES:

Individual:

1. Read pages 59-69 of Economics, Principles, and Application. Define the new terms and answer the questions on page 70, or do one of the challenges to economic competency on pages 71 and 72.

2. Research and prepare a one page report on the influence of automation on the economy, business, and the individual.

3. Prepare a list of five major factors that influence automation, and five major factors of specialization and explain each factor.

4. List eight or more areas in the school system that are influenced by automation/specialization, and explain their functions.

5. View and critique the film "People".

6. View and critique the film "Data Processing".

Group:

1. Give a two minute speech on the influence automation has on jobs.

2. Brainstorm the following in small groups: automation, specialization.

EVALUATION:

Write a paper explaining how the influence of automation and/or specialization on the economy, business and the individual effected the pocket calculator.

STUDENT COMPETENCY SHEET

UNIT IV: ECONOMIC PRINCIPLES/CONCEPTS I

COMPETENCY STATEMENT: 13. LIST FIVE INFLUENCES FINANCIAL INSTITUTIONS HAVE ON THE AVAILABILITY OF CREDIT AND SUPPLY OF MONEY.

LEARNING STEPS:

a. Define: influence, credit, federal reserve, commercial financial institutions - banks, savings and loan companies, and credit unions.
b. Describe the influence that financial institutions have on the availability of credit and money.

LEARNING ACTIVITIES:

Individual:

1. Read pages 331-347 of Economics, Principles, and Applications. Define the new terms and answer the questions on pages 347-348, or complete one of the challenges to economic competency on page 349.

2. Compile a list of six or more different financial institutions in your area and explain basic functions.

3. Research and prepare a one or two page report on the influence of financial institutions on the availability of credit and supply of money.

Group:

1. Research, prepare and deliver a three minute speech in class on applying for credit from financial institutions, be sure to cover the factors of length of time, cost of payment, and percentage of interest.

2. Participate in a teacher led classroom presentation on the influence of financial institutions on the availability of credit and supply of money. Prepare three questions/comments relating to the presentation.

3. View and critique the film "Credit". Prepare three questions/comments relating to the film for class discussion.

Learning Activities (continued):

Group:

4. Participate in a presentation by a representative from your local bank or loan company on the influence of financial institutions on availability of credit and supply of money. Prepare three questions/comments relating to the presentation for class discussion.

5. Role-play by setting up a credit office, interview potential loan recipients.

EVALUATION:

Prepare a report on how you would start your own business, using the five influences financial institutions have on the availability of credit and money as a guide.

STUDENT COMPETENCY SHEET

UNIT IV: ECONOMIC PRINCIPLES/CONCEPTS I

COMPETENCY STATEMENT: 14. IDENTIFY THE CHARACTERISTICS OF VARIOUS COMPETITIVE SYSTEMS, SUCH AS OLIGOPOLIES, DUOPOLIES, AND MONOPOLIES.

LEARNING STEPS:

a. Define the characteristics of: competitive structures, pure competition, imperfect competition, oligopolies, and monopolies.
b. List the characteristics of: pure competition, oligopolies, duopolies, and monopolies.

LEARNING ACTIVITY:

Individual:

1. Read pages 158-168 of Economics, Principles and Applications. Define the new terms. Answer the questions on page 169, or do one of the challenges to economic competency on page 170.

2. Write a two or more page report on oligopolies, duopolies, and monopolies.

3. Prepare a bulletin explaining the terms oligopolies, duopolies, and monopolies.

4. View and critique the film "The American Album".

Group:

1. Give a three or more minute talk on the characteristics of various competitive structures.

2. Define the meaning of the terms pure and imperfect competition, oligopolies, duopolies, and monopolies and their relationship in competition. Write examples of each and participate in a teacher led discussion.

EVALUATION:

List five characteristics of each of the competitive systems, and one advantage and disadvantage of each system.

STUDENT COMPETENCY SHEET

UNIT IV: ECONOMIC PRINCIPLES/CONCEPTS I

COMPETENCY STATEMENT: 15. DESCRIBE THE EFFECTS OF THE CONSUMERISM MOVEMENT UPON THE ECONOMY.

LEARNING STEPS:

a. Define: consumerism.
b. Describe the effects of consumerism on price, supply, demand, and advertising.

LEARNING ACTIVITIES:

Individual:

1. Read pages 145-164 in Succeeding in the World of Work. Define the new terms and answer the questions on page 165, or write a paper on the five discussion problems on page 165.

2. Read pages 510-524 of Economics, Principles, and Applications. Define the new terms and answer the questions on pages 525-526, or prepare a written report on one of the challenges to economic competency on page 527.

3. View the film "Report to Consumer". Write a one page critique of the film.

Group:

1. Research, prepare, and deliver a two minute or more speech to be given in class on how to complain correctly about a poor product.

2. Participate in a teacher led classroom discussion on the effects of the consumerism movement upon the economy. Prepare three questions/comments relating to the discussion.

3. Participate in a presentation of a member of the Chamber of Commerce or some other business representative on the effects of the consumerism movement upon the economy. Prepare three questions/comments relating to the presentation.

EVALUATION:

Identify and write comments on five products that have been changed because of the consumerism movement.

STUDENT COMPETENCY SHEET

UNIT IV: ECONOMIC PRINCIPLES/CONCEPTS I

COMPETENCY STATEMENT: 16. EXPLAIN THE TERM "VALUE ADDED BY MARKETING" AS IT RELATES TO THE ECONOMY.

LEARNING STEPS:

a. Define: value added by marketing concepts, and economy.
b. Identify the contributions of the value added by marketing concept to the economy, business and the individual.

LEARNING ACTIVITIES:

Individual:

1. Read pages 82-86 of Consumer Economic Problems and answer questions 1-19 on pages 86-87.
2. Research and write a one or more page articles on how the "value added by marketing" concept effects you.
3. Present a two minute speech on what part of an item's cost is usually attributed to producing and marketing it.
4. View film "Manufacturing and Material Handling."

Group:

1. Participate in general class discussion on the contributions of the "value added by marketing" concept to the economy, business, and the individual.
2. Discuss in class five or more business firms in your area that manufacture and market directly and indirectly to their customers.

EVALUATION:

List one advantage or disadvantage caused by the "value added by marketing" concept in conjunction with the economy.

UNIT IV:

ECONOMIC PRINCIPLES/CONCEPTS II

STUDENT COMPETENCY SHEET

UNIT IV: ECONOMIC PRINCIPLES/CONCEPTS II

COMPETENCY STATEMENT: 1. PREPARE A PERSONAL FINANCIAL BUDGET.

LEARNING STEPS:

a. Define financial budget.
b. Organize a budget: (1) income; (2) expenses-cost.
c. Prepare and maintain a budget.

LEARNING ACTIVITIES:

Individual:

1. Read pages 131-144 in Succeeding in the World of Work. Take notes on your reading and answer questions 1-6 on page 144.

2. Work with your family to develop a financial budget for them. Prepare a written report on the procedures you followed and any difficulties you encountered. If your family already has a financial budget, analyze it and prepare a written report as to your recommended changes. Your written report should include how the learning steps are utilized in the budget.

3. Interview a financial administrator on how he/she prepares a budget for his/her place of business and compare it with how a family should prepare their financial budget in relation to the learning steps. Submit a written report.

4. View filmstrip/cassette "Managing Your Money". After completion, prepare a personal budget for a one month period based on the amount of money you contemplate having during that time.

Group:

1. Research and prepare a one page paper on how to prepare a personal financial budget. Give an oral report to your class.

2. Participate in a teacher led discussion on the preparation of a personal financial budget. Outline pages 131-144 in Succeeding in the World of Work.

3. Conduct a survey of at least twenty persons and find out: (1) how many budget their finances; (2) how many stay within their budget; and (3) how do they adjust their budget for unforeseen expenses. Join in a teacher led class discussion of the survey results.

STUDENT COMPETENCY SHEET

EVALUATION:

Prepare and maintain a realistic budget for yourself, be sure to list any gifts, loans or allowance. The budget may be based on a weekly or monthly time period. Submit for evaluation after one week's time.

STUDENT COMPETENCY SHEET

UNIT IV: ECONOMIC PRINCIPLES/CONCEPTS II

COMPETENCY STATEMENT: 2. IDENTIFY AND UTILIZE THE SERVICES A BANK OFFERS.

LEARNING STEPS:

a. Define: commercial bank; savings bank; trust funds; certified check; cashier's check; money order; traveler's check; reconciliation; and endorsement.
b. Identify the services offered by banks.
c. Utilize the services of a bank.

LEARNING ACTIVITIES:

Individual:

1. Read pages 193-208 in Succeeding in the World of Work, and answer questions 1-12 on page 208.

2. Visit a bank and write a report on the services it offers. Use the learning steps as a guide for the information needed in your report.

Group:

1. Participate and take notes on a teacher led discussion on the topic "Banking Services". Using the learning steps as a guide on the type of information you are seeking, take notes on the presentation and participate in any activities that might take place.

2. Attend a seminar on banking services offered by a banking firm.

EVALUATION:

Compile a list of five services offered to you by your area bank and comment on any of these services that have been utilized by you or your family.

STUDENT COMPETENCY SHEET

UNIT IV: ECONOMIC PRINCIPLES/CONCEPTS II

COMPETENCY STATEMENT: 3. EXPLAIN HOW TO OBTAIN CONSUMER CREDIT AND IDENTIFY RESPONSIBILITIES THAT ONE HAS WHO BUYS ON CREDIT.

LEARNING STEPS:

a. Define: credit, the purpose of credit, the procedure to obtain credit, and the procedure to maintain credit.
b. Describe the procedure for obtaining credit from a bank or credit institution.

LEARNING ACTIVITIES:

Individual:

1. Read pages 166-183 in Succeeding in the World of Work. Take notes on your reading and answer study questions 1-6 on page 183.

2. Interview a person that is in charge of installment buying at a local business and prepare a written report of your interview. Submit the report to your teacher.

3. Secure a copy of a credit agreement contract and prepare a written report of its terms and the user's responsibilities.

4. View and take notes from the filmstrip/cassette "Charge It, Please". Use the learning steps as a guide for the type of information you are looking for from the filmstrip.

Group:

1. Participate and take notes on a teacher led discussion on consumer credit.

2. Interview a credit manager at a local business on the topic of consumer credit. Prepare an oral report for the class using the learning steps as a guide for the information needed in the report.

3. Attend a class presentation by a local bank representative on the topic of consumer credit. Use the learning steps as a guide for the information you are seeking from the presentation.

STUDENT COMPETENCY SHEET

EVALUATION:

Explain in writing the proper procedure you must follow to purchase on credit an item worth $100, and maintain a good credit rating.

STUDENT COMPETENCY SHEET

UNIT IV: ECONOMIC PRINCIPLES/CONCEPTS II

COMPETENCY STATEMENT: 4. EXPLAIN HOW TO APPLY FOR A LOAN.

LEARNING STEPS:

a. Define the following terms: loan application; passbook loans; personal loans; unsecured loans; true annual percentage rate; service fees; and credit life insurance.
b. Define the following institutions: commercial bank; mutual savings bank; savings and loan association
c. Obtain, complete, and return an application for a loan.

LEARNING ACTIVITIES:

Individual:

1. Read pages 49-59 in Consumer Credit and answer the questions on page 59 and 60.

2. Visit a credit union or other lending institution and write a one or two page report on how a member obtains a loan. You will not be able to discuss all the learning steps in your report, but cover those that do apply to the particular lending institution you have visited.

Group:

1. Participate in and take notes on a teacher led discussion on how to apply for a loan. In small groups, role-play a loan officer interviewing a loan applicant.

2. Participate in a presentation by a bank representative on the topic "How to Apply for a Bank Loan". Prepare three questions/comments relating to the presentation.

3. Research and write a paper on the differences and similarities in obtaining a loan in various institutions. Join in a teacher led discussion on the report results.

4. Have the students interview each other for a loan.

EVALUATION:

Explain in writing the procedure you must follow to secure and maintain each of the following types of loans: passbook loans, personal loans, unsecured loans.

STUDENT COMPETENCY SHEET

UNIT IV: ECONOMIC PRINCIPLES/CONCEPTS II

COMPETENCY STATEMENT: 5. IDENTIFY THE STEPS FOR SETTING UP A SAVINGS ACCOUNT.

LEARNING STEPS:

a. Define the following terms: regular savings account; special savings account; commercial banks; savings banks; savings and loan associations; and credit union.
b. Define the procedure for (1) setting up, (2) maintaining, and (3) closing a savings account.

LEARNING ACTIVITIES:

Individual:

1. Read pages 433-438 in General Business, and answer questions 1-10 under "Understanding What You Read" on page 439.

2. Construct a bulletin board on one of the learning steps listed above.

3. Tour one savings institution listed above. Participate in a teacher led class discussion on the advantages of saving at that particular institution. Compile a group list of three primary advantages of saving there.

Group:

1. Participate in a teacher led discussion on setting up a savings account. Prepare three questions/comments relating to the discussion.

2. Participate in a presentation by a representative from a local savings institute on "How a Savings Account Operates". Prepare three questions/comments relating to the presentation.

EVALUATION:

Explain in writing the advantages and disadvantages of your investing in a savings account, and open up your own savings account.

STUDENT COMPETENCY SHEET

UNIT IV: ECONOMIC PRINCIPLES/CONCEPTS II

COMPETENCY STATEMENT: 6. IDENTIFY THE STEPS TAKEN WHEN BUYING REAL PROPERTY.

LEARNING STEPS:

a. Define: deed; wills and inheritance; adverse possession; eminent domain; dedication; public grant; and accretion.
b. Approval of: contract; title search; title closing; title recording; and closing costs.

LEARNING ACTIVITIES:

Individual:

1. Read pages 458-469 in Business Law, and answer questions 1-10 on page 469.

Group:

1. Participate in a teacher led discussion on the ways to acquire real property. List the steps in acquiring real property.

2. Visit a bank and interview a loan officer that could help you acquire a loan to purchase real property. Give a report to the class covering the learning steps.

3. Participate in a small presentation by a realtor on the topic "How to Buy Real Property". Participate in a short question/answer session.

EVALUATION:

Write a report on what steps you would follow to purchase the home you are now living in. List who you would contact and why.

STUDENT COMPETENCY SHEET

UNIT IV: ECONOMIC PRINCIPLES/CONCEPTS II

COMPETENCY STATEMENT: 7. EXPLAIN HOW TO INVEST IN STOCKS AND BONDS.

LEARNING STEPS:

a. Define in writing the following terms: bonds; stocks; preferred stock; broker; common stock; exchanges; mutual fund; and face value.
b. Locate a brokerage or stock exchange near you.

LEARNING ACTIVITIES:

Individual:

1. Read pages 443-451 in General Business, and answer questions 1-9 under "Understanding What You Read."

2. Research and write a two page report on the different kinds of stocks and bonds available to the general public.

Group:

1. Participate in a teacher led discussion on the above learning steps.

2. As a group, invite an agent from a brokerage firm to discuss "How to Invest in Stocks and Bonds".

3. Using the Wall Street Journal or newspaper as a guide, allow each student to invest $20,000 each in any five markets. Check prices each day, sell at the end of one week and calculate loss or gain.

EVALUATION:

Explain in writing the procedure you would use to invest in stocks and bonds, and why.

STUDENT COMPETENCY SHEET

UNIT IV: ECONOMIC PRINCIPLES/CONCEPTS II

COMPETENCY STATEMENT: 8. DEVELOP AN AWARENESS OF AUTOMOBILE, PROPERTY, AND PERSONAL INSURANCE CONTRACTS.

LEARNING STEPS:

a. Define insurance contracts
   1. Automotive coverage (full and partial)
   2. Property coverage (full and partial)
   3. Personal coverage (life and accident)

LEARNING ACTIVITIES:

Individual:

1. Read pages 258-297 in Business Law. Define the vocabulary terms on pages 264, 275, 285, and 296. Answer the following questions: 1-3 on page 264; 1-3, and 8 on page 275; 1-9 on page 285; and 1, 3, 4 and 5 on page 295.

Group:

1. Participate in a teacher led discussion on automobile, property, and personal insurance contracts. Take notes during the discussion.

2. Participate in a class presentation by an insurance representative on the topic "Automobile, Property, and Personal Insurance Contracts". Take notes during the lecture and participate in a short question/answer session.

3. Obtain automobile, personal, and property insurance contracts from a local agent, study them, and prepare an oral report for your class. Use the learning steps as a guide.

EVALUATION:

Explain in writing the nature and purpose of automobile, property, and personal insurance contracts.

UNIT V

OCCUPATIONAL AWARENESS

STUDENT COMPETENCY SHEET

UNIT V: OCCUPATIONAL AWARENESS

COMPETENCY STATEMENT: 1. RECOGNIZE OWN APTITUDES, TRAITS, ABILITIES, AND INTERESTS IN RELATIONSHIP TO CAREERS.

LEARNING STEPS:

a. Define: life style; aptitudes; ability; and personal traits.
b. Determine life style goals, career preference (interests), mental and/or physical aptitudes and abilities, and personality traits that relate to work.

LEARNING ACTIVITIES:

Individual:

1. Read pages 82-96 in Succeeding in the World of Work and answer the questions on page 96-97.

2. Research at least three careers and determine what aptitudes, traits, interests, and abilities are required for each. Prepare a written report from your findings.

3. View filmstrip/cassette "Education and Training". Take notes as you view the filmstrip using the learning steps as a guide.

Group:

1. Participate in a teacher led discussion on how to recognize your aptitudes, traits, interests, and abilities. Take notes using the learning steps as a guide.

2. Participate in a class presentation by a guidance counselor, a job placement person, or a cooperative education coordinator on the topic "Choosing Careers". Take notes during the presentation using the learning steps as a guide.

EVALUATION:

Write a report stating which of your own aptitudes, traits, interests and abilities you have now recognized as playing a major role in relationship to your career.

STUDENT COMPETENCY SHEET

UNIT V: OCCUPATIONAL AWARENESS

COMPETENCY STATEMENT: 2. PLAN CAREER GOALS BASED ON IDENTIFIED APTITUDES, TRAITS, INTERESTS AND ABILITIES.

LEARNING STEPS:

a. Determine personal interests, aptitudes, traits, and abilities.
b. Develop a career goal that reflects the above mentioned interests.

LEARNING ACTIVITIES:

Individual:

1. Read pages 82-96 in Succeeding in the World of Work. Respond in writing to the discussion problems on page 111.

2. Research and prepare a two page written report. In this report identify your aptitudes, traits, interests, and abilities, and three career options you could consider.

Group:

1. Participate in a teacher led discussion on how to plan career goals. Prepare three questions/comments on the presentation using the learning steps as a guide.

2. Give an oral report to the class on a career of interest to you and identify the aptitudes, traits, interests, and abilities one must have to be successful in this career.

EVALUATION:

List your own identifiable aptitudes, traits, interests and abilities and compare them with the ones recommended for your chosen career goal. Write a comment on your findings.

STUDENT COMPETENCY SHEET

UNIT V: OCCUPATIONAL AWARENESS

COMPETENCY STATEMENT: 3. RESEARCH THE CONDITIONS AND LIFE STYLES THAT ACCOMPANY THE CAREER GOAL.

LEARNING STEPS:

a. Define the terms life style and career goals.
b. Recognize the relationship between life styles, goals, and careers.

LEARNING ACTIVITIES:

Individual:

1. Read pages 98-102 in Succeeding in the World of Work and take notes on your reading. Define the terms on page 102 and answer questions 1-8 on pages 102-103.

2. Interview a person that is working in a career of interest to you and prepare a two page report on your findings. Use the learning steps as a guide for what should be included in the report.

3. Using the Dictionary of Occupational Titles, find the occupation that matches your career goal and prepare a one page paper on your findings.

Group:

1. Participate in a teacher led discussion on ways to research the conditions and life styles of careers. Take notes and prepare questions/comments using the learning steps as a guide.

2. Research a career of interest to you and prepare an oral report for class. Use the learning steps as a guide in preparing your report.

3. Participate in a presentation by a person from your community on his/her career. Participate in a short question and answer session. Take notes and prepare questions/comments using the learning steps as a guide.

4. Interview a person that works in a career of interest to you and give an oral report to your class on your findings, using the learning steps as a guide.

EVALUATION:

Write a report on "Selecting a Realistic Career Goal" for yourself and comment on the conditions and life style that you feel will accompany it.

UNIT VI:

EMPLOYMENT PROCESS SKILLS

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STUDENT COMPETENCY SHEET

UNIT VI: EMPLOYMENT PROCESS SKILLS

COMPETENCY STATEMENT: 1. IDENTIFY FACTORS THAT INFLUENCE MORALE AND JOB SATISFACTION.

LEARNING STEPS:

a. Define factors, influence, morale and job satisfaction.
b. Identify the relationship between morale and job satisfaction.

LEARNING ACTIVITIES:

Individual:

1. Read pages 3-9 in Succeeding in the World of Work. Answer the questions on page 9.

2. List those factors that make your parents happy and unhappy with their job. Use the learning steps as a guide.

3. View filmstrip/cassette "Self-Concept and Employment" and take notes using the learning steps as a guide for the information you are seeking. Prepare a list of factors influencing morale/job satisfaction.

Group:

1. Participate in a teacher led discussion on what factors influence morale and job satisfaction. Brainstorm a list of factors influencing morale/job satisfaction.

2. Talk with a friend that is now working and identify those factors that influence his/her morale and job satisfaction. Using the learning steps as a guide, give an oral report on your findings.

EVALUATION:

Compile a written list of five factors that influence high morale and job satisfaction and apply these to your present job or future career. Comment in writing on the results.

STUDENT COMPETENCY SHEET

UNIT VI: EMPLOYMENT PROCESS SKILLS

COMPETENCY STATEMENT: 2. COMPLETE A JOB APPLICATION.

LEARNING STEPS:

a. Secure an application form.
b. Organize information: (1) Personal; (2) Skills; (3) Education; (4) Work Experiences; (5) Hobbies and Interests; and (6) Personal References.
c. Complete application.

LEARNING ACTIVITIES:

Individual:

1. Read pages 37-49 in How to Find and Apply for a Job. Take notes using the learning steps as a guide.

2. View filmstrip/cassette "Application". Ask your instructor for the application that accompanies the filmstrip/cassette and complete it as instructed.

3. Obtain job application forms from two different companies and complete them.

4. Ask your instructor to give you a copy of the job application found on pages 120-121 of Getting the Job. Complete it to the best of your ability.

Group:

1. Participate in a class discussion on "How to Complete a Job Application Form". Take notes during the class presentation using the learning steps as a guide.

2. Attend a presentation by a representative from the state employment agency on the topic "Job Application". Take notes during the presentation, using the learning steps as a guide. List three questions.

EVALUATION:

Given a job application, complete it.

STUDENT COMPETENCY SHEET

UNIT VI: EMPLOYMENT PROCESS SKILLS

COMPETENCY STATEMENT: 3. WRITE A RESUME.

LEARNING STEPS:

a. Select a model resume.
b. Organize information: (1) Personal; (2) Skills; (3) Education; (4) Work Experience; (5) Hobbies and Interests; and (6) Personal References.
c. Complete a resume.

LEARNING ACTIVITIES:

Individual:

1. Read pages 77-82 of Getting a Job, and complete pages 85-86. After completing these pages, type a personal resume in a form suggested by your teacher.

2. View filmstrip/cassette "Resume" and hand write a resume during your viewing of the filmstrip. Type the hand written resume as though it were going to an employer.

3. Go to your school library and find at least two models for writing a resume. Choose the one you like, and type a personal resume using it as a guide.

Group:

1. Participate in a teacher led discussion on preparing a resume.

2. Attend a class presentation by a person whose job it is to screen job applications on the topic, "Resume: How It Can Help You Get the Job". Participate in a short question/answer session. Take notes, using the learning steps as a guide.

EVALUATION:

Using a pen, write a resume which must be centered properly on typing paper. No errors or erasures permitted.

STUDENT COMPETENCY SHEET

UNIT VI: EMPLOYMENT PROCESS SKILLS

COMPETENCY STATEMENT: 4. MAINTAIN A PERSONAL DATA AND SKILL SHEET.

LEARNING STEPS:

a. Locate a sample personal data and skill sheet.
b. Organize a personal data sheet and skill sheet.
c. Complete a personal data sheet and skill sheet.

LEARNING ACTIVITIES:

Individual:

1. Read pages 1-14 in How to Find and Apply for a Job. Take notes from your reading, using the learning steps as a guide.

Group:

1. Participate in a teacher led discussion on how to develop a personal data sheet. Take notes and use the learning steps as a guide.

2. Attend a panel discussion by former graduates on the topic "Utilization of Personal Data Sheet in Getting a Job". Take notes using the learning steps as a guide.

EVALUATION:

Using a pen, write on typing paper a personal data and skill sheet that contains the following requirements:

1. Personal
2. Skills
3. Education
4. Experience
5. Interests and Hobbies
6. Personal References

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STUDENT COMPETENCY SHEET

UNIT VI: EMPLOYMENT PROCESS SKILLS

COMPETENCY STATEMENT: 5. LOCATE THE POSSIBILITY FOR A JOB.

LEARNING STEPS:

a. Develop possible job source.
b. Contact job source.

LEARNING ACTIVITIES:

Individual:

1. Read pages 70-75 of Getting a Job. Answer questions "a" through "e" on page 75.

2. View filmstrip/cassette "Job Seeking Skills". Take notes and identify those sources that are available in your community for finding a job.

3. Choose an occupation of interest to you. Using that chosen occupation, make a list of employers that might hire you. Also, identify the sources from which you compiled the list. The learning steps can be used as a guide.

4. Make a list of at least ten employers that are seeking employees. Identify the sources that you used in finding them.

Group:

1. Participate in a class discussion on the sources available for seeking a job. Take notes using the learning steps as a guide.

2. Attend a class presentation by your job placement person on how he/she can be of help when seeking a job, and take notes.

3. Attend a class presentation by a representative from a private or state employment agency concerning the services they provided for persons seeking employment. Take notes using the learning steps as a guide.

EVALUATION:

Compile a list of five business establishments in your area that you would consider as your possible future employers and explain why.

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STUDENT COMPETENCY SHEET

UNIT VI: EMPLOYMENT PROCESS SKILLS

COMPETENCY STATEMENT: 6. PREPARE FOR A JOB INTERVI

LEARNING STEPS:

a. Prepare yourself both mentally and physically.
b. Organize job interview material: (1) information and material needed before the interview; (2) information during the interview; and (3) procedure to follow after the interview.

LEARNING ACTIVITIES:

Individual:

1. Read pages 50-65 of How to Find and Apply for a Job. Take notes from your reading, using the learning steps as a guide.

2. View filmstrip/cassette "Interview" and take notes, using the learning steps as a guide.

3. Interview a person in your community whose job it is to interview applicants for jobs. With your teacher's help, prepare a list of questions to ask. After your interview, write a two or three page report on your findings. The learning steps can be used as a guide for the type of information to cover.

Group:

1. Attend a presentation by an interviewer on the topic "The Job Interview". Take notes during the presentation using the learning steps as a guide.

2. Ask the teacher to role-play interviewing you in front of the class. Ask the class to constructively critique your performance.

3. Participate in a teacher led discussion on how to interview for a job. Take notes, using the learning steps as a guide.

4. Participate in a mock interview by persons from your community. They will constructively critique you after the interview. After the interview, take notes on your experiences, good points, and items that need improvement.

EVALUATION: Role-play a job interview in your chosen job area.

STUDENT COMPETENCY SHEET

UNIT VI: EMPLOYMENT PROCESS SKILLS

COMPETENCY STATEMENT: 7. PERSONAL PROTECTIVE EQUIPMENT.

LEARNING STEPS:

a. Define personal protective equipment: (1) Head protectors; (2) Ear protectors; (3) Face and eye protectors; (4) Respiratory system protectors; (5) Hand, foot and leg protectors; (6) Protective clothing; and (7) Safety belts.
b. Identify the protective equipment related to your chosen occupation.
c. Use protective equipment when needed.

LEARNING ACTIVITIES:

Individual:

1. Read pages 44-49 in West Virginia Safety and You on the Job, and answer the questions on page 50 and 51.
2. Prepare a scrap book showing pictures or drawings of personal protective equipment.
3. Submit a written report on what you are required to wear on the job or in a shop area to comply with state safety standards and explain why.

Group:

1. Give a three minute speech on the importance of wearing personal safety equipment.
2. Have a person from industry speak to the class on the requirements industry must follow for job safety and what happens if they are not maintained.
3. View one of the following films on safety and discuss the film in class: "Eyes, Hands, and Feet"; "Don't Take Chances"; "It Didn't Have to Happen"; "General Safety".
4. Participate in a teacher led discussion covering the basic seven types of personal protective equipment and their purposes.

EVALUATION: Without any references, list the seven basic types of personal protective equipment, and name two types of industries for each item where this safety equipment is required.

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STUDENT COMPETENCY SHEET

UNIT VI: EMPLOYMENT PROCESS SKILLS

COMPETENCY STATEMENT: 8. WRITE A JOB APPLICATION LETTER.

LEARNING STEPS:

a. Define letter of application.
b. Organize material needed for a letter of application.
c. Develop a letter of job application.

LEARNING ACTIVITIES:

Individual:

1. Read pages 26-36 in How to Find and Apply for a Job. Draft a rough copy of a letter of application, using the learning steps and reading as a guide.

2. Read pages 87-90 in Getting a Job. Draft a rough copy of a letter of application using the learning steps as a guide to your letter.

3. View filmstrip/cassette "Job Seeking Skills". Take notes and draft a rough copy of a letter of application.

Group:

1. Participate in a teacher led discussion on the topic of "Preparing a Job Application Letter".

2. Observe filmstrip/cassette "Job Seeking Skills". Take notes and draft a rough copy of a letter of application.

EVALUATION:

Using a pen, write on typing paper a letter of application that meets the following requirements: (1) Follow a chosen model; (2) Center properly.